

Beginning Spanish I

Beginning Spanish II

Spanish for Health Care Professionals

Intermediate Spanish I

Intermediate Spanish II

Conversation and Composition

Conversations in Cultural Context

Contemporary Latin American Women: Texts and Voices

Guatemalan Civilization and Culture

Latin American Literature

(Open only to non-Augsburg students. Augsburg students may not take this class in Central America)

Central American Literature

Advanced Conversation and Composition

Spanish 111

Beginning Spanish I

Prerequisites: None

Course Description

This course is intended for students with little or no Spanish background. The purpose is to help students develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. The instructors use the “Natural Approach” methodology and emphasize oral competency.

Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice, and therefore topics related to the home stay will be addressed in class. Students are placed in individualized classes through an on-line placement examination that they should take prior to departure from the United States. Upon arrival in the country, students may also be given a brief oral examination, as well.

Primary Text

Eduardo Zayas-Bazán, Susan M. Bacon and Holly Nibert. *Arriba! Comunicación y Cultura, 6th edition*. Prentice Hall, 2011. ISBN 9781256580867

Learning Objectives

Students will:

1. Build upon any previous Spanish knowledge through speaking and listening.
2. Develop basic vocabulary.
3. Effectively communicate basic concepts in Spanish.
4. Read elementary Spanish texts.
5. Express themselves in written Spanish.
6. Master the following basic Spanish vocabulary and grammatical structures:
 - Greetings
 - Numbers
 - The Spanish alphabet
 - Time and dates
 - The use of **tú** and **Usted**
 - Subject pronouns
 - Negation
 - Gender
 - Plural Forms
 - Adjective-noun agreement
 - Possessive adjectives
 - Adjectives of nationality
 - Question formation
 - Telling time: hours and minutes
 - Expressing existence: **hay**
 - Sequencing: ordinal adjectives
 - Describing the weather
 - Making suggestions: **Let's**
 - Referring to actions in progress: present progressive
 - Ordering events: infinitives after prepositions
 - Talking about habitual actions: present tense of regular **-ar, -er, and -ir** verbs
 - The verbs **llamarse** and **traer**
 - The verbs **ser** and **estar**
 - Expressing possession: The verbs **tener** and **ser de**
 - Expressing age: the verb **tener**
 - Expressing likes and dislikes: **gustar** + infinitive
 - Expressing future plans: **ir + a +** infinitive
 - Stating preferences and desires: **preferir** and **querer** + infinitive
 - Talking about location: **estar + en, ir + al / a la**
 - Using irregular verbs: **hacer, salir, jugar**
 - Describing origin and location: **ser de** and **estar en**
 - Verbs with stem-vowel changes (**ie, ue**) in the present tense
 - Irregular verbs
 - Reflexive verbs

Course Requirements (100% = 100 points)

15%	(15 points)	Active class participation with no more than two unexcused absences. Two points deducted per unexcused absence. Class participation includes completion of all assignments and readings on time, as well as presence and engagement in class sessions.
15%	(15 points)	Homework assignments from the text and/or workbook.
30%	(30 points)	Three chapter tests; 10 points per test
30%	(30 points)	Three oral exams; 10 points per exam
10%	(10 points)	Final Exam

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for Compositions

- Grammar
- Vocabulary
- Spelling
- Punctuation

[Return to top](#)

Spanish 112

Beginning Spanish II

Prerequisite: SPA 111 or equivalent (one semester college Spanish)

Course Description

This course is intended for students who have taken one semester of college-level Spanish or its equivalent. The purpose is to help students develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. The instructors use the “Natural Approach” methodology and emphasize oral competency. Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice, and therefore topics related to the home stay will be addressed in class. Students are placed in individualized classes through an on-line placement examination that they should take prior to departure from the United States. Upon arrival in the country, students may also be given a brief oral examination as well.

Primary Text

Eduardo Zayas-Bazán, Susan M. Bacon and Holly Nibert. *Arriba! Comunicación y Cultura, 6th edition*. Prentice Hall, 2011. ISBN 9781256580867

Learning Objectives

Students will:

1. Build upon any previous Spanish knowledge through speaking and listening.
2. Develop basic vocabulary.
3. Effectively communicate basic concepts in Spanish.
4. Read elementary Spanish texts.
5. Express themselves in written Spanish.
6. Master the following basic grammatical structures:
 - Indicating to whom something is said: indirect object pronouns with verbs of informing
 - Expressing abilities: **Saber and poder** + infinitive
 - Pointing out people and objects: demonstrative adjectives
 - Expressing obligation and duty: **Tener que, deber, necesitar, hay que, es necesario**
 - Expressing plans and desires: **pensar, quisiera, me gustaría, tener ganas de**
 - Making comparisons of inequality: **más/menos**
 - Making comparisons of equality: **tan/tanto**
 - Talking about past actions: the preterite of regular and irregular verbs
 - Knowing people, places and facts: **conocer** and **saber**
 - Referring to people already mentioned: personal direct object pronouns
 - Saying what you used to do: the imperfect tense
 - Describing the past: the imperfect and preterite of “state” verbs
 - Saying what you were going to do: the imperfect tense of **ir + a** + infinitive
 - Reporting the past: indirect object pronouns with **decir**
 - Expressing “ago”: **hacer + time**
 - Referring to objects already mentioned: impersonal direct object pronouns **lo, la, los, and las**
 - Expressing likes: **gustar** and **encantar**
 - Making negative statements and questions: “no,” “never”
 - Expressing “one” or “you”: the impersonal **se**
 - Using stem-changing verbs like **pedir** and **servir**: present tense and preterite forms
 - Describing family relationships: reciprocal reflexive verbs **parecerse** and **llevarse bien**
 - Expressing “for,” “from,” and “to whom”: prepositions + pronouns
 - Saying what you have done: the present perfect
 - Exclaiming **¡Qué...! ¡Cuánto/a/os/as...!**
 - Expressing destination and time: “by,” “through”: **por** and **para**
 - Describing actions: adverbs

Course Requirements (100% = 100 points)

15%	(15 points)	Active class participation with no more than two unexcused absences. Two points deducted per unexcused absence. Class participation includes completion of all assignments and readings on time, as well as presence and engagement in class sessions.
15%	(15 points)	Homework assignments from the text and/or workbook.
30%	(30 points)	Three chapter tests; 10 points per test
30%	(30 points)	Three oral exams; 10 points per exam
10%	(10 points)	Final Exam

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for Compositions

- Grammar
- Vocabulary
- Spelling
- Grammar

[Return to top](#)

Spanish 206

Spanish for Health Care Professionals

Prerequisite: SPA 112 (Beginning II) or permission of the instructor. (SPA 111 will be accepted in very special cases.)

Course Description

This course is a basic-intermediate course created to satisfy the needs and expectations of nursing students, pre-med students, public health students, and others health care fields who seek to develop strong speaking and oral comprehension skills with a focus on vocabulary that would be useful in their fields. The main focus will be on developing specialized vocabulary and learning grammar within the context of daily situations relevant to different aspects of health care.

Class sessions will include excursions to public and private institutions devoted to health care, including private clinics and hospitals, public hospitals, nursing homes, orphanages, and alternative health clinics. Students will engage in conversations with diverse Guatemalan health care professionals, including nurses, doctors, public health specialists, midwives, and other health care practitioners. They will learn about issues such as doctor-patient relationships, nutrition, hospitalization, diagnosis, prevention, rehabilitation, alternative medicine, herbal medicine, among others.

Overarching Goal

To develop adequate Spanish language skills in order to communicate and work comfortably in the field of health care

Required Text

Rush, Patricia and Patricia Houston. *Spanish for Health Care*. Upper Saddle River, NJ: Prentice Hall, 2003.

Learning Objectives

- Learn specialized vocabulary
- Practice oral expression and communication in diverse health contexts
- Improve listening and comprehension skills
- Learn about the public and private health care systems in Guatemala
- Recognize some of the principle problems that Guatemalan society faces regarding health care

Course Units

- I. A Doctor's Visit
- II. The Human Body
- III. Common Illnesses
- IV. Serious Illnesses
- V. Emergencies
- VI. Food and Nutrition
- VII. Maternity and Pediatrics
- VIII. Mental Health Issues & Substance Abuse
- IX. Hospital Practices
- X. Pharmacies and Medications

Course Requirements (100% = 100 points)

1. 15% (15 points): Active class participation. Class participation includes punctuality, active engagement in class sessions, and completion of all required readings and assignments on time. (See grading criteria listed below.)
2. 15% (15 points): Three short vocabulary tests. Each test is worth five points.
3. 20% (20 points): Four Compositions (each worth five points)
4. 30% (30 points): Four Oral Presentations
5. 20% (20 points): Final Exam

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students, and demonstrating effort at improving Spanish abilities. Because the goal of the course is to develop conversational skills in Spanish, class participation is extremely important.
- Students must be punctual. One-half of a point will be deducted each time you are more than five minutes late to class. Two points will be deducted per unexcused absence. An excused absence consists of absence due to religious holidays, emergencies, and illness.
- You may miss one class during the entire course for a reason other than illness without being penalized if you clear this absence in advance with your teacher and if the reason for missing class is acceptable. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in! For any UNEXCUSED absences in your Spanish classes, you will be docked two points per absence, regardless of your progress in the course.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points
- Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 211

Intermediate Spanish I

Prerequisite: SPA 112 or equivalent (one year college Spanish or equivalent)

Course Description

This course is intended for students who have a basic understanding of the Spanish language. The purpose of this course is to help students review and master all of the basic structures of Spanish and build their conversational skills through discussion of selected texts that stimulate intellectual growth and promote cultural understanding. Instructors use the “Natural Approach” methodology and emphasize oral communication. Students will be expected to review the grammar at home and use it in class. Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice, and therefore topics related to the home stay will be addressed in class. Students are placed in individualized classes through an on-line placement examination that they should take prior to departure from the United States. Upon arrival in the country, students may also be given a brief oral examination, as well.

Primary Texts and Required Materials

Emily Spinelli, Carmen Garcia and Carol E. Galvin Flood. *Interacciones, 7th edition*. Heinle, 2012. ISBN 1111827419

Learning Objectives

Students will:

1. Build upon previous Spanish knowledge through reading, writing, speaking, and listening.
2. Strengthen their conversational ability.
3. Improve their understanding of written Spanish.
4. Express themselves in written Spanish.
5. Master the following basic Spanish grammar structures:
 - Subject pronouns
 - Present indicative tense and irregular verbs (review)
 - Present indicative tense
 - The personal *a*
 - Nouns and articles
 - Definite and indefinite articles
 - Reflexives
 - Preterit: regular and irregular verbs
 - Imperfect tense
 - Use of preterit versus imperfect
 - **Hacer** + time expressions
 - Agreement of adjectives
 - Adjectives used as nouns
 - Position of adjectives
 - Use of **Ser** versus **estar**
 - **Ser** and **estar** with adjectives
 - Demonstrative adjectives and pronouns
 - Possessives
 - Future tense
 - Conditional tense
 - Comparisons of equality
 - Comparisons of inequality
 - Irregular comparative forms; the superlative
 - Present subjunctive
 - Use of subjunctive with impersonal expressions
 - Use of subjunctive with verbs indicating doubt; emotion; will, preference, or necessity; approval, disapproval, or advice
 - Use of the subjunctive versus the indicative
 - “If” clauses
 - Direct object pronouns
 - Indirect object pronouns
 - Prepositional object pronouns
 - Two object pronouns; position of object pronouns
 - Commands with object pronouns

Course Requirements (100% = 100 points)

15%	(15 points)	Participation in class/homework. Class participation includes completion of assignments from the text and workbook on time, as well as presence and engagement in class sessions. Students are allowed no more than two unexcused absences. Two points deducted per unexcused absence.
50%	(50 points)	Five chapter tests. Each test is worth five points.
15%	(15 points)	Three compositions: students will write three one-page compositions. They must submit one draft of each composition for peer review and discussion of common errors before completing the final draft, which is worth five points. Rough drafts will count toward class participation but will not be graded.
10%	(10 points)	Final written exam
10%	(10 points)	Final oral exam. This is a 10-15 minute exam focusing on the mastery of the present subjunctive.

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for Compositions

- Grammar
- Vocabulary
- Spelling
- Grammar

[Return to top](#)

SPA 212

Intermediate Spanish II

Prerequisite: SPA 211 (or equivalent), or adequate score on placement exam

Course Description

This course is intended for students who have completed one and a half years of college-level Spanish and already demonstrate a basic understanding of the Spanish language. The purpose of this course is to help students review and master all of the basic structures of Spanish and build their conversational skills through discussion of selected texts that stimulate intellectual growth and promote cultural understanding. Instructors use the “Natural Approach” methodology and emphasize oral communication. Students will be expected to review the grammar at home and use it in class. Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice, and therefore topics related to the home stay will be addressed in class. Students are placed in individualized classes through an on-line placement examination that they should take prior to departure from the United States. Upon arrival in the country, students may also be given a brief oral examination as well.

Primary Texts and Required Materials

Emily Spinelli, Carmen Garcia and Carol E. Galvin Flood. *Interacciones, 7th edition*. Heinle, 2012. ISBN 1111827419

Learning Objectives

Students will:

1. Build upon previous Spanish knowledge through reading, writing, speaking, and listening.
2. Strengthen their conversational ability.
3. Improve their understanding of written Spanish.
4. Express themselves in written Spanish.
5. Master the following basic Spanish grammar structures:
 - Direct object pronouns
 - Indirect object pronouns
 - Prepositional object pronouns
 - Two object pronouns; position of object pronouns
 - Commands with object pronouns
 - Gustar, Faltar, and similar verbs
 - Affirmatives and negatives
 - Use of the subjunctive in descriptions of the unknown or indefinite
 - Use of the subjunctive with certain adverbial conjunctions
 - The reflexive with commands
 - The reciprocal reflexive
 - The impersonal se; the se for passive
 - The imperfect subjunctive
 - “If” clauses
 - Adverbs
 - The Infinitive
 - The verb acabar
 - Past participles as adjectives
 - The perfect indicative tenses
 - The present perfect and past perfect subjunctive
 - The verb haber; expressing obligation
 - The passive voice
 - Sequence of tenses with the subjunctive
 - Conjunctions
 - Por versus para
 - The present participle and the progressive forms
 - Relative pronouns; the neuter lo, lo que
 - Diminutives

Course Requirements (100% = 100 points)

- | | | |
|-----|-------------|--|
| 15% | (15 points) | Participation in class/homework. Class participation includes completion of assignments from the text and workbook on time, as well as presence and engagement in class sessions. Students are allowed no more than two unexcused absences. Two points deducted per unexcused absence. |
| 50% | (50 points) | Five chapter tests. Each test is worth five points. |

10%	(10 points)	Two oral exams; five points each.
15%	(15 points)	Three compositions: students will write three one-page compositions. They must submit one draft of each composition for peer review and discussion of common errors before completing the final draft, which is worth five points. Rough drafts will count toward class participation but will not be graded.
10%	(10 points)	Final oral presentation. The presentation must demonstrate mastery of the subjunctive, "if" clauses, and all verb tenses.

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for Compositions

- Grammar
- Vocabulary
- Spelling

[Return to top](#)

Spanish 311

Intermediate Conversation and Composition

Prerequisite: Completion of Spanish 212 or its equivalent

Course Description

This class is designed to meet the individual needs of advanced Spanish students who have completed two or more years of college level Spanish. The goal is for students to enrich their vocabulary and improve fluency and facility through oral and written practice in correct expression. Basic grammar structures will be reviewed and more complicated structures introduced and practiced so that students may improve their overall fluency in the language. Emphasis will be placed on learning to express abstract ideas while correctly using complex grammatical structures.

Students will be expected to read the local newspapers and watch local news in order to become informed of key issues in Guatemala and the rest of Latin America. In class, they will also watch films that address contemporary issues that they will then discuss. The experience of living with host families provides many additional hours of practice for students.

Students will take the placement before the course begins in order to determine specific areas of grammar that require attention. At the end of the semester, they will take the same exam again in order to assess their improvement. However, the exam will not be graded.

*This course counts toward the major or minor in Spanish at Augsburg College and is a prerequisite for all upper division courses except for SPA 316: Conversations in Cultural Context.

Required Text and Other Materials

Guillermo Bleichmar and Paula Cañón. *Taller de escritores: Grammar and Composition for Advanced Spanish*. Vista Higher Learning, 2012. ISBN 161767205X

Ronni Gordon and David Stillman. *Repaso: A Spanish Grammar Review Worktext*. McGraw-Hill, 2006. ISBN 0073534366

Learning Objectives

Students will:

1. Improve their written and oral expression of Spanish.
2. Master the use of complex grammatical structures.
3. Express abstract ideas effectively in Spanish.
4. Expand their vocabulary, particularly with regard to contemporary events and issues in Latin America.
5. Master four types of written and oral expression: a) description, b) narration, c) argumentation, and d) exposition.

Course Requirements (100% = 100 points)

10%	(10 points)	Class Participation: Active class participation with no more than two unexcused absences. Two points deducted per unexcused absence.
10%	(10 points)	Workbook (<i>Repaso</i>)/Homework
20%	(20 points)	Four quizzes: there will be four quizzes about the grammar that was reviewed in class and about each of the different styles of written and oral expression being studied.

- 20% (20 points) Four quizzes: there will be four quizzes about the grammar that was reviewed in class and about each of the different styles of written and oral expression being studied.
- 40% (40 points) Four compositions: students will write four short compositions, each of which will involve a different style of written expression and will be graded on the criteria listed later in this syllabus. Students will write and submit two drafts/revisions before completing the final version of each composition. The first draft will be submitted for peer review and discussion in class and the second will be submitted to the instructor. The drafts will not be graded. However, final versions of the composition will NOT be accepted without at least two drafts that demonstrate the student's progress. Each final composition should be 1½- 2 typed pages in length and is worth 10 points.
- Composition #1: Description
 - Composition #2: Narration
 - Composition #3: Argumentation
 - Composition #4: Exposition
- 20% (20 points) Four oral presentations. Students will give four 5-10 minute presentations, each of which worth five points and will involve a different style of oral expression and will be graded on the criteria listed later in this syllabus. Topics will be determined by the instructor. Students may not read a written presentation. They should, however, use a written outline, which will be given to the instructor at the end of the presentation.
- Presentation #1: Description
 - Presentation #2: Narration
 - Presentation #3: Argumentation
 - Presentation #4: Exposition

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- At least two Drafts: Demonstration of clear improvement from first two drafts

Final versions of compositions will NOT be accepted without at least two drafts demonstrating revisions.

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Note about Portfolios: You must prepare a portfolio of all your work from this course and present it to your instructor in order to receive a final grade. In the case of Augsburg students, CGE staff will send a copy of the portfolio to Professor Michael Kidd. The portfolio should include:

1. Oral Presentations (At least four)
 - An outline of each of your oral presentations
 - A written evaluation of each oral presentation by the course instructor (with the grade)
2. Compositions (At least four)
 - Final compositions, accompanied by two drafts/rewrites per composition
 - An evaluation of each final composition by the course instructor (with the grade)
3. Any other documents that demonstrate your achievement of the course objectives.

[Return to top](#)

Spanish 316

Conversations in Cultural Context

Prerequisite: SPA 212 or equivalent

*This course counts toward the major or minor in Spanish at Augsburg College.

Course Description

This class is designed to meet the needs of advanced Spanish students who have already completed at least two years of college level Spanish. The goal of the course is for students to improve their oral fluency through discussion, debates, and oral reports through discussion of contemporary issues in Latin America.

One of the special features of this course is the use of both classic and contemporary Guatemalan and other films to stimulate discussion of Latin American history, culture, and contemporary issues. Students may also participate in field trips to local theatre performances.

In addition to reading chapters of *Perspectivas (Septima Edición)*, students will read articles from local newspapers, magazines, and journals in order to expand their vocabulary and deepen their understanding of political, economic, and social issues in the host country and throughout Latin America. During class they will discuss and debate the issues that they read about.

Students will engage in many listening exercises on the audio CD that accompanies their text book *Perspectivas, Septima Edición*. They will also be expected to engage in conversations and conduct informal interviews with members of their Guatemalan host families and record new vocabulary.

In preparation for each of their six formal oral presentations, the course instructor will teach students about different speech forms, drawing upon examples from the films and listening exercises mentioned above. She or he will then give explicit instructions about the type of speech that must be given for that particular assignment. The sixth and final oral presentation will involve independent research on any topic of interest in contemporary Latin American society and will be accompanied by a bibliography and list of citations. Students will be expected to use local libraries in order to complete that assignment.

The course will be broken down into the following six units covered by *Perspectivas, Septima Edición*::

- Unit I: Nature and the Environment
- Unit II: Social Change
- Unit III: Men and Women
- Unit IV: Ethical Issues
- Unit V: Art and Culture
- Unit VI: Spanish-Speaking Peoples in the United States and Canada

Required Text and Other Materials

1. *Perspectivas, Septima Edición*. By Mary Ellen Kiddle, Brenda Wegmann, and Sandra Chreffler. Heinle, 2002. ISBN 0030339588. www.heinle.com
 2. **Libro de sinónimos y antónimos para estudiantes*. Barrons. ISBN 0764114476
 3. *Spanish/English dictionary
- * = Highly recommended but not required

Required texts and materials for Spanish courses vary by level. Copies of the necessary texts will be provided by Spanish School.

Latin American films viewed may include:

- “Nosotros los pobres”
- “Ustedes los ricos”
- “Cantinflas: el barandero”
- “Fresa y chocolate”
- “La historia oficial”
- “El crimen de Padre Amaro”
- “La ley de Heródes”
- “Amar te duele”
- “Por la libre”
- “Cilantro y perejil”

Learning Objectives

Students will:

- Increase their proficiency in speaking and understanding Spanish.
- Expand their vocabulary.
- Deepen their understanding of political, economic, and social issues in Guatemala and the rest of Latin America.
- Work toward overall fluency in the language.
- Review and master the following grammatical structures:
 - The present subjunctive
 - The past subjunctive
 - The contrasting of indicative
 - The infinitive and subjunctive modes
 - The use of exclamatory expressions such as *ojalá*, *como si*
 - The use of the conditional
 - Relative pronouns
 - Expressions of time
 - Expressions of doubt and condition
 - Indefinite pronouns and adjectives
 - Various idiomatic expressions

Course Requirements (100% = 100 points)

- | | | |
|-----|-------------|---|
| 15% | (15 points) | Class Participation: Active class participation with no more than two unexcused absences. Two points deducted per unexcused absence. Class participation includes completion of all listening assignments and required readings on time, as well as presence and engagement in class sessions. |
| 15% | (15 points) | Three Quizzes on vocabulary; five points per quiz. |
| 25% | (25 points) | Five Oral Presentations; five points per presentation. Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline. |
| 30% | (30 points) | Three Oral Exams, 10 points each. |
| 15% | (15 points) | Independent Research Project/Final Oral Presentation. Students may choose any topic of interest in contemporary Latin American society and then conduct research at a local library and present their findings in their final oral presentation, accompanied by a bibliography and list of citations. |

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Please note: Students must achieve a minimum grade of 2.0 in order to receive a PASS if they take the course on a Pass/No Credit basis. In order to fulfill the Speaking Skill requirement at Augsburg College, students must receive at least a 2.5 on all oral presentations and earn at least a 2.0 in the course.

Course Design

Unit I: Introduction to Latin American Literature

Unit II: Short Stories: A sampling of stories about historical events and key themes: women's participation, land distribution, human rights, and marginalized groups, etc.

Unit III: Poetry: Poems that focus on love, death, beauty, and time

Unit IV: Plays: A look at plays as extensions of daily life

Unit V: Testimonial Literature: An examination of the use of testimony

Unit VI: The Latin American Novel: A sampling of novels of different kinds and lengths.

Required Text and Other Materials

1. *Aproximaciones al estudio de la literatura hispana, 4ª edición*. By Carmelo Virginio, Edward H. Friedman, and L. Teresa Valdivieso. McGraw-Hill. ISBN 0070123322
2. *Workbook to accompany Aproximaciones*. By Anita J. Vogley. McGraw-Hill, 2000. ISBN 0072284773
3. Spanish/English dictionary
4. **Libro de sintónimos y antónimos para estudiantes*. Barrons. ISBN 0-7641-1447-6

* = Highly recommended but not required

Required texts and materials for Spanish courses vary by level. Copies of the necessary texts will be provided by Spanish School. Other books that may be assigned by the instructor can be provided in Guatemala.

Course Requirements

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

[Return to top](#)

Spanish/Women's Studies 335

Contemporary Latin American Women: Texts and Voices

Prerequisites: SPA 311 (third year Conversation and Composition) or the equivalent, or instructor's permission.

* This course meets the culture requirement for Spanish majors/minors at Augsburg

Course Description

The purpose of this course is to learn about the social construction of gender within Guatemala and other Latin American countries and to address key issues faced by Latin American women today. You will accomplish these goals by reading and discussing poems, excerpts of important literature, essays, testimonies, interviews, and newspaper articles by and about Latin American women. By studying this wide range of texts while living in Guatemala and hearing directly from a wide variety of Latin American women, you will develop an appreciation for the complexity of diversity of Latin American women's experiences.

The writers studied in this course include Rosario Castellanos (Mexico), Gioconda Belli (Nicaragua), Bokhara de Angelica Gorodischer (Argentina), Angela Hernandez (Republica Dominicana), Cristina Peri Rossi (Uruguay), and Libertad Demitropoulos (Argentina). However, rather than studying their works just from a literary perspective, you will explore their writings to develop a more profound understanding of key issues facing women of diverse racial, ethnic, and class backgrounds throughout Latin America.

The course will be divided into the following eight units:

- I. Identity and gender construction
- II. Public and private spheres: social roles and work
- III. Interpersonal relations: love and friendship
- IV. Maternity and family relations
- V. Power relations: individual and society
- VI. Silenced voices
- VII. A world of emigrants
- VIII. Ecology and poverty

Throughout the course you will expand your Spanish vocabulary, focusing particularly on vocabulary used in the fields of women's studies and gender studies. You will be encouraged to make connections between the required readings for this course and the guest speakers and excursions that are an integral part of your other courses in the semester program.

Primary Text

Criado, Miryam and Jose Manuel Reyes. *Mujeres de hoy: textos, voces e imágenes*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2005.

Course Requirements (100%)

1. Active class participation (10%). This includes punctuality, presence in class, active engagement in class sessions, and completion of all required readings and assignments on time. (See grading criteria listed below.)
2. Vocabulary quizzes related to key concepts in each chapter (10%)
3. Homework assignments from the text (20%)
4. Four compositions on key topics in the text (20%)
5. Four oral presentations on key topics in the text (20%)
6. Final Essay Exam (20%)

Grading Criteria for Class Participation

- Full participation involves coming to class prepared and on time, speaking only Spanish in class, completing assignments on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students, and demonstrating effort at improving Spanish abilities. Class participation is extremely important.
- If you are sick and have to miss class, you are responsible for calling the instructor BEFORE class to let her know. You are also responsible for talking with her about what you missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

SPA 336

Guatemalan Civilization and Culture

Prerequisites: SPA 311 or instructor's permission

Course Description

The primary purpose of this course is to explore the cultural inheritance of Guatemala from pre-Columbian times to the present, focusing on the diverse racial, ethnic, religious, and cultural groups of Guatemala. This course begins with the premise that we need to know where we come from in order to know where we are and where we are going. Particular emphasis will be placed on contemporary cultural issues and cultural media, including murals and other visual arts, theatre, dance, music, and film. The course structure will follow that provided by Severo Martínez Peláez in his book *La Patria del Criollo; Ensayo de interpretación de la realidad colonial guatemalteca* (1970), which will serve as the primary written text. You may also watch video excerpts from the five-part television series *El Espejo Enterrado; The Buried Mirror* and other relevant films.

Since the course will be taught in Guatemala, we have rich opportunities to enhance learning from text books and films by listening to guest lectures by Guatemalan historians and anthropologists and participating in excursions to museums, archeological sites, historical monuments, and local cultural events, as well as talking directly with many Guatemalans and other Latin Americans from diverse backgrounds with regard to race, ethnicity, socio-economic class, religion, gender, and sexual orientation. You will also be asked to read Guatemalan newspaper articles and analyze them with regard to themes discussed in this course.

Course-related excursions, cultural events, and guest lectures may include the following:

- Excursion to the *Palacio Municipal* and art museum.
- Guest performance and class with Guatemalan musicians singing protest songs from the period of the Guatemalan revolution and other folk songs.
- Excursion to the *Museo los historia* at the Casa de la Cultura.
- Music and/or theatre performances regarding contemporary cultural issues.
- Films about Guatemalan history and contemporary Latin American movies.

Due to the fact that the course is taught in Guatemala, we will focus primarily on Guatemalan history and cultures, although you will be exposed to common historical developments and cultural characteristics shared throughout Latin America.

Augsburg Major/Minor and LAF Graduation Requirements

This course will count towards the **culture** requirement for Spanish majors and minors at Augsburg College. It will also fulfill a Humanities Liberal Arts Foundation (LAF) requirement. This Humanities Liberal Arts Foundation (LAF) course will help you explore the range and possibilities of human experience. You will investigate the diversity of human nature and culture, our forms of communication and persuasion, our powers of reason, sympathy, and imagination, our needs as individuals and roles as citizens, and our relationship to the beautiful, the transcendent, and the divine. As the philosopher Martha Nussbaum has written, all Humanities disciplines have something in common: they help you *use reason and imagination to enter broader worlds of cultures, groups, and ideas*. Throughout this course, you will engage in rigorous inquiry into the ways written and spoken language can record, discover, and creatively express the truths of human experience.

Required Texts

Martínez, Severo. *La Patria del Criollo*, Editorial universitaria centroamericana (EDUCA), 1979.

Chomsky, Noam. *Año 501, la Conquista Continua*. ISBN 84-7954-128-8.

Libro de sinónimos y antónimos para estudiantes. Barrons. ISBN 0764114476

Spanish - English dictionary

In addition, you will read articles and excerpts from more contemporary books, as well as recent newspaper articles.

Learning Objectives

By the end of the course, you should be able to:

1. Identify important figures, dates, and places in Guatemalan history.
2. Identify important aspects of pre-Columbian civilizations in Guatemala.
3. Provide examples of ways in which pre-Columbian cultures have survived and continue to have an impact on the contemporary cultures of Guatemala.
4. Discuss the legacy of the Spanish conquest and colonial period on race, ethnicity, class, and religion in contemporary Guatemala.
5. Describe the cultural inheritance of Guatemala, focusing on key issues among the diverse cultural groups living today, including Afro-Cuban, ladino, and indigenous cultures.
6. Analyze Guatemalan and other Latin American newspaper articles with regards to their portrayal of Guatemalan history and the diverse cultures of Guatemala.
7. Discuss the relationship between history and culture, identifying some of the ways in which history shapes cultural values, norms, and behaviors and describing the ways in which culture shapes one's understanding of history.
8. Analyze the ways in which different historical time periods and diverse cultures are portrayed in the visual arts, music, theatre, dance, architecture, literature, and popular culture of Guatemala.
9. Describe the ways written and spoken language can record, discover, and creatively express the truths of human experience.
10. Compare and contrast diverse authors' perspectives on Latin American history and culture with those of guest speakers, host families, and others with whom you interact in Guatemala.
11. Improve your written and oral expression in the Spanish language.
12. Develop your ability to express your own thesis and arguments effectively in the Spanish language.
13. Express greater appreciation for the complexities of culture and the ways they are portrayed through oral and written forms.
14. Critically reflect upon your own cultural perspectives and the ways these influence your understanding of Guatemalan history and culture.

Course Requirements (100%)

- | | |
|-----|--|
| 20% | Active class participation. Class participation includes punctuality, presence in class, active engagement in class sessions, participation in excursions, and completion of all required readings and homework assignments on time. |
| 20% | Four short tests or quizzes regarding the genre, comprehension, thesis, and arguments of specific written and/or oral texts. Each test/quiz is worth 5 % of the final course grade. |
| 20% | Two oral presentations on assigned aspects of Guatemalan civilization and culture. Each oral presentation is worth 10% of the final course grade. |
| 20% | Two essays analyzing an assigned topic related to Guatemalan civilization and culture. Each essay is worth 10% of the final course grade. |
| 20% | A final research project/paper and oral presentation on a specific problem in contemporary Guatemalan culture. In your paper and presentation, you will have to draw upon primary and secondary sources as evidence to support the thesis that you articulate to address the problem. (Primary and secondary sources will be available in the library of the language school in Guatemala, as well as in other libraries in Quetzaltenago and online through your school libraries.) |

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities.
- You must be punctual. Your grade will be affected each time you are more than five minutes late to class.
- Your class grade will be affected by unexcused absences. An excused absence consists of absence due to religious holidays, emergencies, and illness when you have called the Spanish director and asked him/her to advise the instructor of your absence prior to the start of class and later documented with a doctor's note. You may miss one class during the entire course for a reason other than illness without being penalized if you clear this absence in advance with your teacher or the director and if the reason for missing class is acceptable. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in! For any UNEXCUSED absences in your Spanish classes, your grade will be docked regardless of your progress in the course.
- You are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Essays

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 356

Latin American Literature: 20th Century Voices

Prerequisite: Completion of Spanish 311 or its equivalent.

Course Rationale

Latin America is rich in literature and has produced many famous men and women writers who use literature as an important means of social, political and cultural expression, thus forming part of the movements about which they write. The students who take this course will find that it complements both the theoretical and experiential aspects of the semester program.

Course Description

This course provides an introduction to contemporary Latin American literature, focusing on narratives written in the 20th century. Special emphasis is given to the relationship between literature and social change, focusing particularly on the works of women writers. Students will read poetry, short stories, plays, testimonial literature, and one novel. As they analyze this literature, they will learn about history, politics, human rights, social activism, and gender roles in the region through the lens of fictional and non-fictional characters, and especially through the voices of women writers representing diverse class and ethnic backgrounds.

The course will include analysis of realism and testimony in Central American literature. The instructor encourages introspection in the analysis of literary texts through class discussions, occasional lectures, and written and oral assignments. Students are asked to imagine the context in which the author wrote and the author's thinking at that time. In this manner, the student is able to understand the literature more clearly, as well as the relationship between language and the socio-political reality represented in the works studied. Emphasis is placed on helping students to recognize different points of view and encouraging them to actively participate in the process of change, both in themselves and in the world. The course may include field trips to the movies and theatre, as well as guest lectures by local writers. Students will also be encouraged to reflect on how the literature relates to both their own experiences in Latin America and to what they have learned from guest speakers

Learning Objectives

Students will:

- Become familiar with important authors and common themes in contemporary Latin American literature.
- Identify different literary periods and movements in Latin American literature.
- Demonstrate an understanding of the different literary terminology employed in the analysis of different types of narratives, such as poetry, short stories, and plays.
- Use literary terminology in their own analysis of contemporary Latin American literature.
- Articulate a basic understanding of Latin American history, politics, human rights, social activism, and gender roles, as seen through the lens of fictional and non-fictional characters.
- Discuss the social and political impact of Latin American writers in the struggle for social change.
- Improve their written and oral expression in Spanish.
- Expand their Spanish vocabulary.

Course Design

Unit I: Introduction to Latin American Literature

Unit II: Short Stories: A sampling of stories about historical events and key themes: women's participation, land distribution, human rights, and marginalized groups, etc.

Unit III: Poetry: Poems that focus on love, death, beauty, and time

Unit IV: Plays: A look at plays as extensions of daily life

Unit V: Testimonial Literature: An examination of the use of testimony

Unit VI: The Latin American Novel: A sampling of novels of different kinds and lengths.

Required Text and Other Materials

Aproximaciones al estudio de la literatura hispana, 4ª edición. By Carmelo Virginio, Edward H. Friedman, and L. Teresa Valdivieso. McGraw-Hill. ISBN 0070123322

Workbook to accompany Aproximaciones. By Anita J. Vogley. McGraw-Hill, 2000. ISBN 0072284773

Spanish/English dictionary

**Libro de sintónimos y antónimos para estudiantes.* Barrons. ISBN 0-7641-1447-6

* = Highly recommended but not required

Required texts and materials for Spanish courses vary by level. Copies of the necessary texts will be provided by Spanish School. Other books that may be assigned by the instructor can be provided in Guatemala.

Course Requirements

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for the Analysis of Literary Texts

- Comprehension and description of a work (main characters, main topic, etc.)
- Deepness and analysis skills (interpretation, key message, significant values, etc.)
- Application of knowledge of literary figures such as rhyme, hyperbole, etc.

Grading Criteria for Essays

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Literary Analysis: Application of literary terminology to the analysis of the literature being discussed
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Literary Analysis: Application of literary terminology to the analysis of the literature being discussed
- Grammar: Correct use of complex forms studied in class
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

SPA 357

Central American Literature

Purpose of the Course

The Central American isthmus is rich in literature that describes the cosmopolitan, history, politics, gender roles, and the culture of its diverse peoples. Therefore, it is possible to get to know Central America through literature that its writers have bequeathed to us.

Course Description

This course offers an introduction to contemporary Central American literature, focusing on poetry and narratives written in the 20th century. Special attention is given to the reciprocal relationship between literature and Central American history and social change.

You will read poetry, short stories, testimonies, essays, plays, and novels by contemporary Central American authors. They will identify and discuss the gender roles, ethnic and class relations, and social activism of the fictitious characters and compare them with true historical elements to which they have access. The professor will encourage introspection and analysis through class discussions, lectures, research, and written and verbal work.

The course will include diverse activities, such as conversations with local writers invited by the professor, movies, documentaries, and visits to the library. After these activities, you will reflect on the new information with your instructor.

The professor will facilitate your ability to access information about the authors and their works and about the historical moments in which they were written. In this way, you will be able to understand with more clarity the literature as well as the socio-political reality represented in the works. You will also develop an understanding of the diverse and opposing viewpoints articulated in the literature and begin to articulate your own viewpoint.

Required Texts

Belli, Giocanda. *La Mujer Habitada*. Nicaragua: Editorial Seix Barral, Biblioteca Breve, 2010.

Vogley, Anita J. *Aproximaciones* McGraw-Hill, 2000. (This text includes a wide range of literature from throughout Central America, as well as helpful background regarding different genres of literature and approaches to studying literature.)

Students will be provided with a supplementary packet of additional short stories, poems, and testimonies by Central American authors upon arrival in Guatemala.

Recommended Texts

Spanish/English dictionary

Libro de sintónimos y antónimos para estudiantes. Barrons.

Workbook to accompany *Aproximaciones* by Anita J. Vogley. McGraw-Hill, 2000.

Learning Objectives

By the end of the course, the student will:

1. Demonstrate a clear understanding of different literary terminology used in the analysis of different types of narratives, poetry, short stories, and plays.
2. Use literary terminology in his/her own analysis of contemporary Central American literature.
3. Identify important Central American authors and what is distinctive about each of them.
4. Articulate common themes in contemporary Central American literature.
5. Identify different literary periods and movements in Central American literature.
6. Demonstrate a basic understanding of contemporary Central American history, politics, human rights issues, social activism, and gender roles, as portrayed by Central American authors.
7. Articulate a broader verbal and written vocabulary.

Methodology

The professor will explain the terminology appropriate for the course and will share information about the different genres of Central American literature. With this base, the class will develop through guided reading of novels, testimonies, and stories. To enrich the analysis of the content, films, documentaries, and interviews will be presented. You will be given a weekly work plan, complete with due dates for work and presentations, and you will also complete self-evaluations regarding the advancement of the course.

Course Design

Unit I: Introduction: Literature as Art and Aesthetic Phenomenon

- The author and her/his work in the public eye; the socio-cultural implications of literature
- Different literary genres
- Rhetorical figures in Central American literature

Unit II: Introduction to the Narrative

Examples of Central American narrative (**a novel**): A verbal description of the novel: Gioconda Belli (Nicaragua). You will read the novel as homework. You will also conduct research regarding the biography of the author in order to understand the messages immersed in the novel and their relation to the author.

Unit III: The Essay

Types of essays

Unit IV: Short Stories

A sampling of examples of Central American short stories. Several Central American short stories will be provided in class to read and analyze.

- *"Eclipse"*, de Augusto Monterroso (Guatemala), 1 page. Editorial Universitaria, Universidad de San Carlos de Guatemala, 46 0ag., 2004.
- *"El Pueblo de Los Seres taciturnos"*, de Isabel Garma. (Guatemala), 17 narradoras latinoamericanas, coedición Latinoamérica, Guatemala, 2003. 6 pages. , 2003.
- *"La abuelita y el puente de oro"*, de Claribel Alegría. (El Salvador), 17 narradoras latinoamericanas, coedición Latinoamérica, Guatemala, 2003. 2 pages., 2003
- *"Cuando inventé las mariposas"*, de Carme Naranjo, (Costa Rica). 17 narradoras latinoamericanas, coedición Latinoamérica, Guatemala, 2003. 3 pages.,2003

Unit V: Testimonial Literature

Reading and analysis of a testimony (Víctor Montejo) "Muerte de una comunidad indígena en Guatemala", Víctor Montejo, (Guatemala), Editorial Universitaria, USAC, 105 pages., 1993.

Unit VI: Introduction to Poetry

Example of principle authors of Central American poetry:

- *"Vámonos patria a caminar, yo te acompaño"*, de Otto René Castillo (Guatemala), *Vámonos patria a caminar*, ediciones Vanguardia, Editorial Landivar, Guatemala, 1965.
- *"Informe de una injusticia"* de Otto René Castillo (Guatemala), *Vámonos patria a caminar*, ediciones Vanguardia, Editorial Landivar, Guatemala, 1965.
- *"1856-1865"*, de Roque Dalton (El Salvador), *Las historias prohibidas de Pulgarcito*, UCA Editores, 219 pages, 1992.

You will read each poem and then analyze it, supporting your analysis with the theories discussed in class. Moreover, you will conduct research on the life and work of the author in order to understand the message behind the poem.

Course Requirements (100% = 100 points)

- 15% Active class participation with no more than two unexcused absences. Two points deducted per unexcused absence. Effective class participation includes regular attendance, completion of assigned readings before class sessions, active and reflective engagement in class discussions, a demonstrated effort to improve Spanish oral expression, understand the literature being studied, and relate it to other experiences in the semester.
- 20% Two formal oral presentations in which you discuss your literary analysis of an assigned text, accompanied by a written outline. Each presentation is worth 10 points.
- 20% Two essays analyzing different required texts. Each essay should be approximately 2-3 pages in length and is worth 10 points.
- 20% A final written exam that demonstrates your ability to conduct literary analysis.
- 15% Three reading exercises, each of which is worth five points each.
- 10% Short quizzes (two); each quiz is worth five points.

Grading Criteria for Class Participation

- You are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for the Analysis of Literary Texts

- Comprehension and description of a work (main characters, main topic, etc.)
- Deepness and analysis skills (interpretation, key message, significant values, etc.)
- Application of knowledge of literary figures such as rhyme, hyperbole, etc.

Grading Criteria for Essays

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Literary Analysis: Application of literary terminology to the analysis of the literature being discussed
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Literary Analysis: Application of literary terminology to the analysis of the literature being discussed
- Grammar: Correct use of complex forms studied in class
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 411

Advanced Conversation and Composition*

Prerequisite: Completion of Spanish 311 or its equivalent.

***This course counts toward the major or minor in Spanish.**

Course Description

This course is designed for advanced language students who have already completed one conversation and composition course. The goal is for students to increase the facility and correctness of their written and oral expression through conversation, discussions, reports, debates, occasional lectures about writing, written compositions, and grammar review, as necessary. Much class time will be spent on oral presentations and peer review of the written compositions.

Special emphasis will be placed on developing writing skills and writing research papers, as this course fulfills the writing skill graduation requirement at Augsburg College. Students will write and submit at least two drafts/rewrites before completing the final version of each composition. The first draft will be submitted for peer review and discussion in class and the second will be submitted to the instructor.

Instructional Goals

1. Students will improve their written and oral expression in Spanish.
2. Students will master advanced grammar.
3. Students will expand their Spanish vocabulary.

Required Text and Other Materials

1. Cándido Ayllón, Paul C. Smith and Antonio Morillo. *Spanish Composition through Literature, 6th edition*. Prentice Hall, 2010. ISBN 0205696759
2. Modern Language Association. *Handbook for Writers of Research Papers, 7th ed.* Modern Language Association of America, 2009. ISBN 1603290249

Course Requirements (100% = 100 points)

10%	(10 points)	Active class participation with no more than two unexcused absences. One point deducted per unexcused absence.
40%	(40 points)	Four formal oral presentations of topics to be determined between the student and the instructor, accompanied by a written outline. Student should not read a written presentation. Each presentation should be approximately 5-10 minutes long and is worth 10 points.
30%	(30 points)	Three compositions on topics to be determined between the student and the instructor. Students will write and submit two drafts/rewrites before completing the final version of each composition. The first draft will be submitted for peer review and discussion in class and the second will be submitted to the instructor. The drafts will not be graded. However, final versions of the composition will NOT be accepted without at least two drafts that demonstrate the student's progress. Each composition, which should be 2-3 typed pages in length (500-750 words), is worth 10 points.
20%	(20 points)	Final research paper, accompanied by an outline, list of references, and at least one draft. This paper should be approximately five typed pages in length and should involve independent research. The topic will be determined between the student and the instructor.

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Students are allowed no more than two unexcused absences, and two points will be deducted per unexcused absence.
- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaboration with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- At least two drafts: Demonstration of clear improvement from first two drafts

Final versions of compositions will NOT be accepted without at least two drafts demonstrating revisions.

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points
- Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Note about Portfolios: You must prepare a portfolio of all your work from this course and present it to your instructor in order to receive a final grade. In the case of Augsburg students, CGE staff will send a copy of the portfolio to Professor Michael Kidd. The portfolio should include:

- Oral Presentations (At least four)
 - An outline of each of your oral presentations
 - A written evaluation of each oral presentation by the course instructor (with the grade)
- Compositions (At least three)
 - Final compositions, accompanied by two drafts/rewrites per composition
 - An evaluation of each final composition by the course instructor (with the grade)
 - Final Research Paper
- Final research paper, accompanied by outline, list of references, and at least one draft
 - An evaluation of each final composition by the course instructor (with the grade)
- Any other documents that demonstrate your achievement of the course objectives.

[Return to top](#)