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[Class Schedule](#)
[Office Hours](#)

Spa 3306: Culture & Civilization of Spain

Required material:

Texts:

Ugarte, Francisco. *España y su civilización* (sexta edición). McGraw-Hill, 2009.

Suggested Material:

Texts:

Jr, William D. Phillips, and Carla Rahn Phillips. *A Concise History of Spain*. 1st ed. Cambridge University Press, 2010.

Overview of course:

This course will consist of a panoramic study of the history, cultures, and civilizations that have led to the development of Spain as a modern nation, from its early origins to its current socio-political configuration. During the course students will complete a series of readings, take notes, make brief oral cultural-reports, and write essays about different cultural themes related to Spain's cultural history. Classroom presentations and discussions will pivot around historical, anthropological, sociological, artistic, musical, and cultural concepts. Student essays and oral presentations should be grounded in academic research and include the appropriate bibliography. The format of the class will include lectures, discussions, debates, oral presentations, and multimedia presentations. Students can expect to work in groups.

Student Learning Outcomes:

Every Spanish course is designed to help students meet the Modern Language Program Outcomes, the New General Education Learning Outcomes for Global Perspectives Option 1, Pennsylvania Department of Education's Standards for Foreign Language study, and NCATE Proficiency Standards. The Specific Course Learning Outcomes mentioned below represent only one segment in a sequence of language courses that is designed ultimately to enable non-majors to fulfill General Education requirements and majors/minors meet program goals.

During their studies in the Spanish Program, students will progressively develop their level of skill in speaking, reading, writing, and listening in the target language, while at

the same time begin to explore literary texts, their genres, literary devices, historical and cultural background, and significance for readers today. Although many of these literary skills and analytical tools will only be honed in courses designed with a specific literary focus, all of the Spanish courses foment the principal skills needed for this higher skill development. Intense and in depth literary comprehension is impossible without the fundamental reading skills and cultural recognition skills that are provided in each Spanish language course. In order to receive credit for completing the New GE Outcomes, students in 1000 or 2000 level language courses may not take the course as “pass/fail”.

Spa 3306 Student Learning Outcomes (SLOs)		Concomitant SLOs			
		Program Level SLO	General Education	PDE Standards	NCATE
Listening	L1 Understand short conventional narrative and descriptive statements with a clear understanding of their meaning.	All of the Listening, Speaking, Reading, and Writing SLOs in Spa 3306 course represent the last step in a tiered course structure that is designed to help BA and BSE majors reach the ADVANCED level of the target language consistent with the National Standards for Foreign Language Education (NCATE) by the end of their program of study. Upon completing this course students should come close to fulfilling all of the Program Level SLOs related to listening, speaking, reading, writing, or phonology.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. Before beginning this course, students should have already surpassed this level, reaching at least the INTERMEDIATE-HIGH level in all these areas.	None	After completing this course students should near the level of proficiency ACTFL qualifies as ADVANCED-LOW in all the areas of Listening, Speaking, Reading, and Writing. NCATE requires BSE students to reach ADVANCED-LOW level of oral proficiency before graduating.
	L2 Understand the main facts and details of the narrative or descriptions listed in L1.				
Speaking	S1 Participate in most formal and informal conversations related to the cultural topics or current events presented in this course.			1A	
	S2 Discuss or narrated cultural or historical events in the past, present, and future tenses.				
	S3 Memorize and make cultural statements or assertions that are at least a paragraph in length.				
	S4 Contribute to classroom conversation with sufficient accuracy, precision, and clarity to convey your intended meaning.				
Reading	R1 Read the assigned readings, which include expanded cultural and historical descriptions.			None	
	R2 Understand the main and supporting ideas of the texts mentioned in R1.				
	R3 Develop a vocabulary of analytical concepts that help organize, develop, and process the texts mentioned in R1.				
	R4 Evaluate and compare alternative explanations and data, and predict and draw conclusions from the information presented.				
Writing	W1 Write interpretative essays about cultural or historical events.	1A			
	W2 Link or chain ideas of paragraph length together using a growing sophistication of cohesive devices. Your writing should be understood by native speakers not accustomed to the writing of non-native writers with just a little effort.				
Culture	C1 Recognize important events paying attention to their chronological order, cause, and effect.	In this course, students will analyze and compare cultures and practices of the target cultures with their own culture, they will most Program Level SLOs related to situating a culture in its historical framework or understanding literary texts in a cultural framework.	Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.	1E	This course's SLOs related to culture (C1-4) help students reach Standard 2.1, 3.2, and 4.1 of the Standards for Foreign Language Learning advocated by ACTFL. No proficiency levels have
	C2 Outline the origins and evolution of the basic social, historic, economic, and political institutions of Spain.			1F	
	C3 Frame the history and culture of the Spanish world and peoples within an international context.				

	C4 Analyze the symbiotic relationship between language, culture and world view.).		1 Goal > identifying prominent cultural traits and concepts.		been developed for these goals as of yet.
	C5 Compare and contrast Spanish attitudes, customs, practices, and way of life with your own.				
	C6 Recognize important ideological, ethnic, cultural, sociopolitical, geographic, and historic factors that have contributed to the formation of Spain's modern civilization and identity.				
	C7 Reflect on the merits, conflicts, and contradictions that can be associated with the trends and themes presented in class.				
Technology	T1 Utilize technology and information sources to access news and other historical or cultural information.	Students will be encouraged to read news headlines and use cultural information to prepare their homework and oral presentations; nevertheless, this represents only a modest step towards meeting the Program Level SLO related to Technology and Language Acquisition.	None	None	None

At the professor's discretion, certain assignments may be anonymously collected during this course and used to assess student completion of any of the SLOs mentioned below. Collected items may include: (1) written exams, (2) reading assignments, (3) writing assignments, and even (4) video-taped oral presentations.

System of Evaluation			
Standards of Measurement			Criteria and Weight
			SLO Relationship
			Class Participation 10%
			Homework 10%
			Written Reports (2) 15%
			Midterm 25%
			Oral Presentations (3) 15%
			Final Exam 25%
			Total 100%
Performance Description	Grade	Percentage	
Excellent	A	93 > 100 %	L1-2, S1-4, C1, C4-7
	A-	90 > 92 %	R1-4, W2, C1-7
Good	B+	87 > 89 %	R1-4, W1-2, C1-7
	B	83 > 86 %	L1-2, R1-4, W1-2, C1-7
Satisfactory	B-	80 > 82 %	S1-4, C1-7, T1
	C+	77 > 79 %	L1-2, R1-4, W1-2, C1-7
Marginal	C	73 > 76 %	
	C-	70 > 72 %	
Failing	D+	67 > 69 %	
	D	63 > 66 %	
	D-	60 > 62 %	
	F	0 > 59 %	

Important Dates	
Sept. 21 st 2012– Written Report #1	Oct. 5 th , 2012– Oral Presentation #1
Oct. 19 th , 2012– Midterm	Nov. 2 nd , 2012– Oral Presentation #2
Nov. 16 th , 2012– Written Report #2	Nov. 30 th , 2012– Oral Presentation #3
Dec. 12 th , 2012– Final Exam	

Class Participation:

Students are expected to actively participate in all the classroom activities. Regular and punctual class attendance is expected. A participation grade will be assigned each session of class. Students should contact the instructor if they anticipate an absence. In order for an absence to be considered "excused" a student must document any illness, serious mitigating circumstances, or official university representation. Any "unexcused" absence will result in a 15% reduction in the student's final Participation grade at the end of the semester.

Exams:

The Midterm and Final Exam will be accumulative exams that assess student retention and comprehension of the materials discussed in class and assigned readings. The Midterm and Final Exam typically consist of recognition, map identification, multiple choice, and short essay exercises. They CANNOT be made up. The idea of "dropping of low exam or quiz scores" does NOT exist in this course.

Homework:

Although not graded, students are encouraged to keep an academic journal, where they prepare comments and notes on the assigned readings and classroom discussion. Well written journals include academic, emotional, creative, and intellectual comments and summarize the information that a student reads or listens to.

Periodic homework assignments (typically reading selections, preparation for oral discussions, or written questions) will be assigned during the semester. These assignments are due the following class period. Written assignments may be turned in electronically the same day they are due, but must be attached to an email as a PDF document.

Written Reports:

During the semester, each student will write two (2) written reports that should focus on a cultural, historical, or literary concept covered in the course. In these 3-5 page essays, students will expand on a topic discussed in class and demonstrate a creative or analytical application of one of the major cultural concepts covered in the course. The written reports must be composed in Spanish and typed in Times New Roman 12 (double spaced). Should a bibliographical source be cited, students must follow the MLA format guidelines. Late reports will not be accepted.

Oral Presentations:

Students will prepare three (3) oral presentations related to the most important topics discussed in class. Students are expected to use graphics or technological tools enhancing the clarity of these presentations. The instructor will provide detailed guidelines for each of these activities. Each presentation will last 5 minutes and must be delivered in Spanish.

Each presentation will be evaluated according to these categories: execution and delivery (60%), material and preparation (30%), and class reception and/or fielding of questions (10%).

Suggested Method of Study:

Students should expand their class notes as soon as possible following each class and should review the previous day's notes before they attend the next class. Students are encouraged to self-monitor their progress and set up a rigorous routine of reading. They should also schedule office visits with their professor, as they deem necessary. To avoid burnout, students should always study in multiple, staggered, short blocks of time. Each block should be no more than an hour and should include 5 to 10 minute breaks. Integrating numerous small blocks of study time into the weekly schedule is empowering.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more additional information concerning academic honesty and university policy, please, consult the MU Academic Integrity Policy).

The Syllabus:

This syllabus serves as a contractual agreement. Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity.

Students with Special Needs:

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should contact Mr. William Chabala in our [Counseling Center](#) (143 South Hall, Phone: 662-4695; mwchabala@mansfield.edu). Mr. Chabala will provide the professor with the appropriate letter and materials that will enable him to serve each student's particular needs more effectively. If a student has an exceptionality that requires class or testing accommodations, Mr. Chabala will work with the student and the professor to identify and implement appropriate interventions.