Español Intermedio
Haverford College

Professor Lina Martínez Hernández
lmartinezh@haverford.edu

Cultural Liaison Alexandra Wolkoff
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Class hours:
Sec 01 Tuesday and Thursday 10.00–11.30
Sec 02 Tuesday and Thursday 11.30–1.00

Office Hall 102

Office hours: Tuesdays and Thursdays 4pm – 6pm and by appointment.

Course requirements: SPAN 002, SPAN 100 or have been placed in SPAN 101 through the department’s Placement exam. Placement is open throughout the first week of classes. Contact Professor Ariana Huberman ahuberma@haverford.edu
Class description

In this class we will learn how to learn from each other. Interdependence, understood as the co-existence of our autonomy and our dependence on others to have a meaningful life journey, will be our guiding principle. How can we learn much more than just a language in our Spanish class? Who can teach us beyond our professors in the college? Who could we teach what we know and what we will be learning? How can we transform our classroom into a bridge that will take us to Spanish, the language, as a living cultural phenomenon around us?

As a member of this class, we ask you to keep your mind and spirit open to collaboration. Some of the work we will do follows a somewhat traditional pattern of a language class, but a lot of the work will require you to be creative, to think outside the box, to work with others, and to examine yourself throughout the semester.

In this Spanish class you will be working with students from other locations in Philadelphia, most of them native-Spanish speakers, and all of them part of the latinx universe in this culturally-generous city. Together with Alexandra Wolkoff, our community-liaison, we are going to guide you, Haverford students, and our Philadelphia-based student-collaborators through a shared semester-long project in which you will learn how to produce a collaborative Spanish-language podcast.

The class is designed so that all of the information and work done in the classroom with your peers--cultural competencies, grammatical structures, speaking and listening skills--will be useful when planning, writing, and producing 2 podcasts with our Philly learning colleagues and collaborators. You will be using Spanish in an effective and communicative way to research specific topics, write scripts, and produce a series of podcasts about the Spanish-speaking world in Haverford and Philadelphia.

By the end of the semester you will:

● Be able to participate in most informal and some formal exchanges on a variety of topics relating to events of personal and public relevance.

● Be able to narrate in all major time frames (present, past, future) in paragraph-length discourse with a certain ease and confidence.

● Be able to produce presentations (oral, written, and audio-recordings) of various lengths on a variety of topics and issues.

● Reach global comprehension (through negotiation of meaning, whenever necessary) of authentic materials (film, simple literary pieces, native speaker conversations, radio shows);
• Have a reasonable understanding of some contemporary and historical issues of the Spanish-speaking world.

• Research, write, and produce a collaborative Spanish-language podcast with native Spanish speaking students from different organizations in Philadelphia.

• Work collaboratively and creatively to enhance your understanding of interdependent learning experiences.

Let’s talk about...

Podcast Logistics

Proyecto “Podcast”

Instructions to a Collaborative Podcast in Spanish

During the first month of the semester you will meet your podcast partners. We will arrange a first meeting where you and others in the class will have the opportunity to meet and group with your co-hosts for the podcast. The main purpose for this first meeting is to constitute our working groups. You will collaborate with this group of individuals during the semester to produce 2 episodes for a Spanish-speaking podcast that will be launched by May, 2019.

The research, writing, and producing of the 2 episodes will require ongoing virtual work and communication. Taking into account the difficulty to physically meet throughout the
semester, we have designed a virtual platform for you to accomplish the three stages of production of the podcast online with your external peers. You will communicate virtually with your Philadelphia peers - mainly through email and sharing the work. - to agree on the different steps needed to produce the podcast. Alexandra will work with the groups to facilitate the exchange of contents and do the collaborative work.

In producing the 2 episodes, your work will go through the following steps:

<table>
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<tr>
<th>PODCAST EPISODES</th>
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<td><strong>Stages</strong></td>
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| Meeting and planning | -Alexandra and Lina will set up meetings to bring HC students and Philly students together in Philadelphia - TBD  
-HC students will be arranged in groups with their Philly-peers | |
| Research | -As a collaborative effort, the group will produce a podcast regarding their interests and related to the Spanish-speaking world in Philadelphia.  
-They will follow a guide provided by the instructor to produce an episode (see page 10)  
-They will include a series of genres in their podcast: reviews, interviews, reportage, music commentary  
-They will create an online document that will be shared to produce each segment of the episode | |
| Mentoring and discussion 1 | Every two weeks, the groups will work with Alexandra and Lina in class to write the scripts and plan each segment.  
Groups outside of HC will work with either Alexandra or Lina to model the first episode. | |
| Writing | -The team will write a collaborative script for each segment of the podcast.  
The script will be a blueprint to guide the groups when recording the podcast.  
-It will be submitted by Haverford students as their writing exercise in class. | |
| Mentoring and discussion 2 | Groups will have a discussion with Alexandra to discuss the written script. Groups outside HC will work with either Lina or Alexandra in reviewing the script and preparing to record their audio |
| Recording and Production | -This section requires a more careful planning, since each group - Haverford students and external students - will record their audio in their own classrooms.  
- Based on the research and the script, the teams will divide the work and decide which sections will be recorded by each group.  
- They will record the sections to make one 30 minute podcast episode. |
| Revision and upload | - The recording will be exchanged and approved by both groups  
- The recording will be submitted to Lina and Alexandra to be revised.  
- The groups will upload their final production to our classroom website. |
| References | Escuela de Podcast- Radio Ambulante |

Each episode will contain these 3 steps and stages of production. The goal for this project is to upload all of the episodes produced to our classroom website. The website will be our platform to make the podcasts public, but also an archive for the future, as we will continue to implement this project in future Spanish classes.

By the end of the semester, to recognize the work done, we will have a final meeting and celebration at Haverford College. We will make the website public and welcome the podcast produced by you into the world.

https://www.compasdeaprendizaje.sites.haverford.edu/blog/
Let’s talk about...

**Class Logistics**

This course is designed with the assumption that language is best acquired in a content-oriented environment. You will be learning the language (e.g., its grammar, vocabulary, how spoken and written texts are organized) by learning about the histories/narratives of the different cultures of the Spanish-speaking world. In order to make the most of the class, you need to take responsibility for your own learning, work steadily throughout the semester (daily), be engaged, take good risks, work collaboratively with others in the class, and have fun.

During the semester we will work with *Punto y Aparte* and other textual and audiovisual materiales.

**Materials:**

- **Required:** Foerster, Sharon W. and Anne Lambright. *Punto y aparte: Spanish in Review, Moving toward Fluency*. 5th edition. New York: McGraw Hill. *(This is the textbook – please BRING TO CLASS each time)*


- **Recommended:** A good dictionary

**Attendance and Participation—20%**

This course meets two times a week: with your professor and with your cultural liaison. You are expected to attend all three weekly classes. More than three absences during the course of the semester will affect your final grade. Attendance in the classes with the material prepared is fundamental.

Participation is also important, because speaking is essential for learning a language (“Use it or lose it”). Consistent participation will enable you to: 1) build up confidence in using Spanish; 2) internalize language use; 3) to notice the gap – what you can’t say yet– and move to bridge it; 4) to obtain feedback from the instructor and peer students.
During our first session, we will discuss as a group what other components we consider relevant in terms of what we understand as active and meaningful participation. This will be our guide throughout the semester.

Writing Portfolio - 30%

During the semester, you will produce different writing formats when making your podcast. Each script written by your group will count as material for your Writing Portfolio. The work you do will be collaborative, so your individual grade will take into account your performance, as well as your team effort. The scripts for both podcast episodes will include:

- Current News Report - Research and write a short segment of a variety of news: political, economic, cultural, etc.
- Book/Movie review - Together with your group you will choose a book or movie you have seen for each episode and write a review about it. The book/movie you choose can be in English or Spanish, but the review must be written in Spanish.
- Research report - With your fellow collaborators (outside HC) you will decide on a topic from the Spanish-speaking universe in Philadelphia to research about. You will write the results of your research on a report.
- Music recommendations - For the last part of your segment, you will find music in Spanish to recommend and write a script about why you like the song.

The production of the scripts for each of these segments for your 2 podcast episodes will count as your writing portfolio.

Speaking assignments - 20%

Your performance when preparing and recording your podcasts will count as part of your Speaking assignment. Also, during our last meeting with our Philly-peers, you will prepare a presentation of the work done during the semester. This presentation should be in Spanish.

Exams - 20%

Exams will include any combination of the following: reading, writing, and listening tasks. Each exam will be 80 minutes. Exams will focus on discussion topics and grammar covered in the course. Exams are not cumulative. However, some of the vocabulary and structures may be important for a better performance in the subsequent exams. For example, even if we are focusing on past tenses, you should still remember how to conjugate the present. Please let me know if you have any questions.
Quizzes- 10%

Quizzes will focus on vocabulary. There will be 4 unannounced quizzes throughout the semester.

Homework

You will have a combination of writing and reading for homework. You are expected to do the indicated actividades in the workbook you have purchased and check your answers to those exercises in the answer key in the back of that workbook. If you would like to resell it (either to the school or online), I would recommend not writing in the workbook; you can keep a separate notebook/file for your answers. Checking your answers will allow you to identify any areas of weakness and then let me know how I can help you to understand better. You may do it by hand-writing (legibly, please) or type your answers.

You are also expected to complete any other assignments that are given for homework, including watching films, doing readings, or whatever else is noted under the “En casa” portion of the syllabus. Some of the homework will be reviewed by the professor.

Homework is intended to help you prepare and practice. Your homework counts as part of your assistance and participation grade.

Mentoring with Alexandra

Every two weeks, we will work with Alexandra during class-time on the scripts and preparation for the podcasts. Those specific classes will be divided in half: 45 min regular class and 45 min with Alexandra.
Grade Breakdown:

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<tr>
<th>Grade</th>
<th>Average</th>
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<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 95</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 83</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
<td>74 - 76</td>
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<td>D+</td>
<td>67 - 69</td>
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<td>D</td>
<td>64 - 66</td>
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<td>D-</td>
<td>60 - 63</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
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**Honor Code:** It is expected you will respect the honor code in this class.

**Use of electronic devices:** only permitted when using material related to class content

**Names, pronouns and their use in Spanish**

In this class, students should be referred to by the name and pronoun of their choosing. Please be sure to inform me (in class, office hours or via email) of your pronouns or if your preferred name is not reflected in the official class list.

At the beginning of the semester, we will devote time to explain how inclusive language works in a Spanish-speaking classroom, and we will discuss how it will work in our sessions.

**Access and Disability Services (ADS):**

If you know or believe you have a disability requiring special learning or testing accommodations or any other classroom modifications, please contact Ms. Borowsky and let your professor know as early in the semester as possible – doing so will allow us to be sure your needs are properly addressed. Please note that no accommodations can be made without the appropriate documentation from ADS:

Sherrie Borowsky, Coordinator

Office of Access and Disability Services (ADS)

Stokes I1I

(610) 896-1324

sborowsky@haverford.edu
Guía para podcasts

Cada episodio del podcast colaborativo debe tener una duración de 30 minutos.

¿Qué título le darán a su podcast?

Incluir los siguientes elementos

Noticias actuales:
- Escribir el guión para un breve segmento que incluya una selección de las noticias más importantes del último mes.
- Tener en cuenta diferentes temas como política, economía, migración, noticias internacionales, deportes, cultura y entretenimiento. Tratar de que sea una sección corta de máximo 5 minutos.

Intercambio de “Reseñas de Libros”
- Cada grupo (en HC y fuera) va a escoger un libro para el episodio. Cada grupo debe escribir una reseña corta sobre el libro:
  - ¿Quién lo escribió?
  - ¿Cuál es el título?
  - ¿Cuál es la historia central? (no spoilers!)
  - ¿Lo recomiendan?
  - ¿Por qué? (6 minutos)

Reportaje investigativo
- Este es el centro del episodio. En colaboración, elijan un tema sobre el cual quieran investigar. El tema debe abordar algún aspecto sobre la comunidad hispanoparlante en Philadelphia. Pueden repartirse el trabajo y decidir qué aspectos del tema va a investigar cada grupo. Luego, reunirán la información que recogieron y escribirán un guión para presentar el reportaje en el podcast. 15 minutos

Los hits musicales
- En los minutos que quedan del podcast, cada grupo va a sugerir una canción en español que les haya gustado en el último mes. ¿Por qué fue su elegida? Puede poner fragmentos de la canción y comentar (5 minutos)
Competencias en desarrollo - Proyecto Podcast

Noticias actuales:
- Uso de los tiempos presente y pasados; narración en el pasado
- Uso de **ser** y **estar**
- Comparaciones y descripciones
- Investigación y síntesis de noticias
- Escritura de noticias breves
- Comunicación oral clara y efectiva

Reseñas de libros o películas
- Formulación de hipótesis/recomendaciones; uso del subjuntivo
- Narración en el pasado
- Síntesis de tramas
- Uso de adjetivos
- Descripción de objetivos y contenidos
- Comunicación oral clara y efectiva
- Uso de verbos **gustar** y afines

Reportaje investigativo
- Uso de tiempos presente y pasados; narración en el pasado
- Selección de un tema específico
- Investigación focalizada sobre un aspecto del tema
- Elaboración de un texto periodístico tipo reportaje
- Comunicación oral clara y efectiva

Hits musicales
- Uso de tiempos presente y pasado
- Descripción de contenidos musicales
- Investigación y selección de música en español
- Capacidad de síntesis
- Formulación de recomendaciones/ Uso del subjuntivo
- Comunicación oral clara y efectiva
- Uso de verbos **gustar** y afines.