

BRIDGE PROGRAM - SPANISH 3116: “POPULAR CULTURE IN THE HISPANIC WORLD”

Instructors:	Academic Institution:	Email:
TBA		
TBA		
Class schedule:	Classroom number:	Office hours: By appointment
TBA	TBA	

Course Description:

This course considers the role that current film, media, and entertainment play in the Spanish-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. Students will utilize interpretive communication skills (listening and reading) in order to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in writing and discussions on some complex cultural and historical issues. By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics.

Learning Targets:

At the end of the year, students will be able to:

1. Describe and analyze the role and significance of popular cultural products, practices, and perspectives of the Spanish-speaking world in contemporary society; describe and analyze works of art with attention to organization, detail, and language form.
2. Write with detail across past and present time frames to describe an important product or practice from their own culture, and analyze the significance in shaping their identity.
3. Develop and state a point of view based on their new understanding of cultural products/practices from the Hispanic world.
4. Argue and defend their position on pop-culture using multiple perspectives.
5. Develop and publish a documentary highlighting their own unique perspectives on the cultural product/practice.

Learning Outcomes:

At the end of the year, students will be able to:

1. Identify, describe, and explain the historical, political, social, and artistic significance of popular cultural products, practices, and perspectives of the Spanish-speaking world.
2. Compare and contrast cultural similarities and differences of the Spanish-speaking pop-culture and the learners' own culture.
3. Evaluate a variety of culturally authentic sources—audio, written and audiovisual—about a diverse array of pop culture topics from the Spanish-speaking world.
4. Move from Intermediate to Advanced Oral and Written Proficiency levels.
5. Demonstrate academic oral and written language development towards the advanced proficiency levels.
6. Acquire cultural efficacy from the Spanish speaking world through the knowledge and understanding of diverse cultural productions from the Spanish speaking world.



UNITS/THEMES:

UNIT 1: What is Popular Culture / Visual Arts in the Hispanic World / ¿Qué es la cultura popular?/ Artes visuales en el mundo hispano.

UNIT 2: Entertainment and Consumerism Culture in Spanish speaking countries / Entretenimiento y cultura del consumo en países de habla española.

UNIT 3: Folklore in the Hispanic World / El folclore del mundo hispano.

UNIT 4: Hispanic Music and Dance / Música y baile hispanos.

Projects per Unit:

Unidad 1: Descriptive essay

Unidad 2: Narrative

Unidad 3: Comparative essay

Unidad 4: Documentary

University's Canvas Platform:

Please make sure that you have access to the University Canvas to access the syllabus, class PowerPoints, class schedule, projects, assignments, homework, due dates, updates, etc. We invite you to get familiar with Canvas within the first two weeks of school. If you need further assistance to learn how to navigate it, please let your instructors know and they will make sure to provide you with the appropriate support. Parents should ask their students to log in to their University Canvas in order to see their student's progress.

GRADING POLICY:

Final projects (40%); Class preparation and homework (30%); In-class performance (20%), Attendance (10%). Assessments may not be made up due to unexcused and frequent absences, or repeated tardiness. Please refer to the **Late Work/ Make-Ups** policy of this document for more information.

Attendance: The course is offered only in person. Students must attend all classes and arrive on time to each session. It is encouraged that students acquire and use Spanish academic language. Active participation will help students succeed in this course and improve their proficiency level in the target language. Students will receive participation points per session and, therefore, students who do not participate or communicate in the target language (Spanish) will not be able to obtain participation points. In the case of a quarantine, students will be given the opportunity to attend the class virtually on a temporary basis.

Three modes of communication will be used to evaluate students per each class: Interpretative, Interpersonal and Presentational.

Formative assessments, class preparation and Homework (30%): During each unit, students will be assigned homework in the target language. Student submissions are expected to be fully in Spanish as well. Students will read, watch, and listen to instructional materials in various formats. Completion of the assignments will help students succeed in this course and improve proficiency by practicing their listening, speaking, reading, and writing skills. Each homework assignment will have a solid due date upon which students must submit homework for full credit. Due to the nature of this course (university level), class preparation is essential, so if homework is not submitted, students won't be able to participate, and therefore, they won't be able to get homework/participation points.

Grade Breakdown (Entire course):

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Projects:	40%
1) Projects Units 1-3	25%
2) Final Project (Short film)	15%
Formative assessments, class preparation and Homework:	30%
1) Class preparation and homework (Canvas)	15 %
2) Formative assessments	15%
In-class Performance:	20%
1) Oral participation	10%
2) Written participation	10%
Attendance:	10%

Letter grades will be assigned using the scale of each University. The following is the UofU scale model:

A	93 - 100 %	C	73 - 76 %
A-	90 - 92 %	C-	70 - 72 %
B+	87 - 89 %	D+	67 - 69 %
B	83 - 86 %	D	63 - 66 %
B-	80 - 82 %	D-	60 - 62 %
C+	77 - 79 %	E	0 - 59 %

Note: In order for this class to count towards a major or a minor at the **University of Utah**, you will need to have a final grade of C or higher.

FERPA: Parents/Guardians: Due to the Family Educational Rights and Privacy Act, we will NOT send upgrades about the student progress via email, please have your student show you periodically their grades and their progress in the university Canvas.

Absences, Late Work and Make-Ups:

- 1) Students are responsible for learning what is covered during a missed class (remember to always check CANVAS). Please check if there are any upcoming assignments' submissions for the next class.
- 2) Students will have the opportunity to work on/submit any late assignments that they have not turned in during the previous two weeks, but they will be graded on a 90% scale the first week and 80% percent scale the second week, rather than 100%.
- 3) Students can make up missed quizzes with a penalty of 20%.
- 4) Students that need to make up quizzes due to **excused absences** (medical, etc.) may do so on a day/time when the High School instructor has availability, but no later than two weeks after the missed quiz, with the exception of students in extraordinary circumstances.
- 5) Other than official school activities, up to **two** absences per term (2-unit period) will be excused without the need of an official document. Exceptions may only be made by your High School instructor in consultation with the University instructor.
- 6) Extraordinary circumstances regarding late work or missed assessments and quizzes will be considered by both instructors in order to support students. Please communicate those circumstances to the instructors.

Parameters of the Bridge Program on course delivery and attendance:

- 1) As a university language course, in-class or during-class-virtual attendance is required and adjustments cannot be granted to allow non-attendance. Student schedules must allow them to attend class, and students with scheduling conflicts may not enroll.
- 2) In order to support full access to the course, the following technology is required for participation in Bridge Program courses: a) Computer, tablet, or Chromebook with access to Canvas Wi fi/Internet service.
- 3) If you are at risk of failing the University of Utah Bridge Course because of attendance (excused or unexcused) you will be asked to withdraw.



- 4) The college instructor cannot, at any time, be alone with the students in the classroom, unless he or she has a K-12 license, or they are accompanied in the classroom by a High School teacher with a K-12 license. If not, both instructors must be always in the classroom.

About COVID 19 safety recommendations:

Each High School will provide updates regarding Covid policies to the students when necessary.

GENERAL POLICIES (University of Utah):

Electronic Device Policy: Students should not use personal electronic devices during class unless indicated by the instructors for pedagogical purposes. If a student chooses to violate this rule the device will be taken away and returned at the end of class on the first offense. In the case of repeated offenses, the device will be sent to the office and a parent/guardian will have to retrieve it.

Academic honesty & Plagiarism

In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. More specific sanctions must be provided by the University.

Discrimination harassment statement

The **University of Utah** does not discriminate against individuals based on race, ethnicity, color, religion, national origin, age, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or protected veteran's status ("protected class"), in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Additionally, the University provides reasonable accommodations to ensure equal access to qualified persons with disabilities. Retaliation against individuals for engaging in protected activities, such as filing a discrimination complaint or participating in a discrimination complaint process, is prohibited. Inquiries regarding the University's Non-discrimination Policy and requests for accommodations may be referred to (801) 581-8365.

Students with disabilities

University policy, the ADA, and Sections 504 & 503, prohibit discrimination on the basis of a person's status as a person with a disability, require equal opportunity and access, a process for a person with a disability to request a reasonable accommodation, and a grievance process for an individual to complain of discrimination. The University endeavors to ensure that its campus and programs are accessible and in compliance with state and federal disability standards and to provide reasonable accommodations so as to remove a barrier that may prevent an individual with a disability from equally participating in academics, employment, or other University program. Reasonable accommodations may include specialized equipment, auxiliary aids, policy modifications, academic adjustments or other accommodation that is effective. University policy, as well as state and federal law, strictly prohibit retaliation against an individual for requesting a disability accommodation, for participating in a disability discrimination complaint process. For information about requesting an accommodation call (801) 581-8365.

Extra Help: We want you to succeed! If you feel that you need extra help during any quarter, please ask. We recommend that you make an appointment or email us about your concerns, and we will address your situation immediately.



By signing below, you agree to the policies and procedures mentioned above:

Student name: _____

Student signature: _____ Date: _____

Parent name: _____ Date: _____

Parent signature: _____

(If you have any questions or concerns, please do not hesitate to contact us.)



Student Information Release Form 2022-23

Dear Parents/Guardians,

Due to the level of school and community involvement that your child will have as a participant in the Spanish Bridge Program, your child's name and/or photo might be considered for publication in several places: school/district created web pages or publications, local newspapers, on websites promoting the Spanish Bridge Program, and other online/print publications.

This type of publicity and recognition are beneficial to all involved. It helps the program grow and helps the students feel rewarded and recognized for their hard work and service. This is a critical component of our overall mission. We want to let other people know about all the great things these students are doing and would **greatly appreciate** your permission to publish or release this information.

Please take time to review the Information Release Form and **select all appropriate options**. If you have any other questions, please contact the teacher before signing.

Please mark each box with Yes or No:

1. Permission to display my student's **photo without name**.

In school/district publications (printed + online)	Yes	No
In local newspaper publications (printed + online)	Yes	No
In LIA publications (printed + online)	Yes	No

2. Permission to display my student's **photo with name**.

In school/district publications (printed + online)	Yes	No
In local newspaper publications (printed + online)	Yes	No
In LIA publications (printed + online)	Yes	No

3. Permission to use my student's **name** in the text of the publication.

In school/district publications (printed + online)	Yes	No
In local newspaper publications (printed + online)	Yes	No
In LIA publications (printed + online)	Yes	No

By signing below, I verify that I understand the above release and that I have indicated my preferences. If my preference changes during the year, I will contact the teacher and complete a new form.

Student's Name

Date

Guardian's Name and Signature