This syllabus is subject to revision/re-posting on Blackboard; and changes regarding class matters may be posted on Blackboard and/or communicated orally in class or in writing via e-mail. The student is responsible for any changes thus communicated.

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Phone: (325) 486-5471  
Consultations: Mondays, Wednesdays, and Fridays from 1-2:00 and 3-3:45 p.m.; Tuesdays and Thursdays from 12:30-2:00 and from 3:15-3:45 p.m.; & by appointment

Mission statement of Angelo State University:
Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers.  
(Intercultural competence, including some second language awareness, will almost certainly be required for success in tomorrow’s world.)

Departmental purpose: to help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and cultures...to prepare students for certification to teach in the public schools....

COURSE DESCRIPTION

Spanish 1302 is the sequel to Spanish 1301, designed to continue the introduction to the language and culture of the Spanish-speaking countries. The students will practice the four language skills (listening/understanding, speaking, reading, and writing) both with the instructor and with classmates. The course materials provide abundant communicative activities along with many form-focused exercises and offer a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based materials. National Standards describe the Five C’s of Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Successful students will learn “how, when, and why to say what to whom.”

COURSE OBJECTIVES

Students should be able to begin expressing personal meaning, hold simple conversations, ask and answer simple questions, and write short, simple narrations on topics covering basic personal information such as self and family, daily activities, personal preferences, and immediate needs. Orally and in writing, they should have some control over regular present tense and emerging control over irregular present as well as past and future time frames. Students should be able to read and comprehend slightly more complex texts in more detail. Students should be able to communicate
important features of the history and culture (perspectives, practices, products) of the Spanish-speaking world. Upon completion of the course, students should be able to communicate in all 3 modes—interpretive, presentational, and interpersonal—at the ACTFL Novice high to Intermediate low level.

**IDEA FORM OBJECTIVES**

**Essential**

#1—Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

#8—Developing skill in expressing oneself orally or in writing

**Important**

#3—Learning to apply course material (to improve thinking, problem solving, and decisions)

**INSTRUCTOR & STUDENT ROLES**

Because of the way languages are learned by adults, you really cannot be “taught” Spanish. Therefore, my role is to facilitate language learning by creating an environment in which the language acquisition process is enhanced, guiding you and assessing your progress. Every course requirement is designed with this in mind; there is no “busy” work assigned. All of the course work has a purpose. **Your role** is to fully immerse yourself in the work both in the classroom and through the outside assignments.

**Before** coming to class, each student must **first** review very carefully the pages indicated in the text, and **then** complete on **MySpanishLab (MSL)** the appropriate exercises accessible in the on-line Student Activities Manual. (The better your results on these practice exercises, the better your performance in class and on tests and assessments.) These exercises are the basis of activities we will do together in the classroom, along with exercises from the text—cooperative communicative activities will be done in class as well. Other exercises in the text and on **MySpanishLab** include audio and video files, tutorials, extra practice exercises, and practice tests on-line. Your daily class participation grade is important; you acquire a foreign language by **doing** it.

**Bring your text to every class.**

The way you learn a language is influenced by individual learner factors such as sensory modalities (e.g., visual, auditory, kinesthetic), social preferences (group/independent), cognitive styles (e.g., impulsiveness/reflection), flexibility/inflexibility, motivation, speed, systematic learning/intuitiveness, tolerance of ambiguity, attitude and aptitude.

We recommend that you take successive semesters of study, hence don’t skip a semester or even a year! In order to continue to the next class you need a C or better. Don’t delay taking a foreign language until your junior/senior year. The earlier you start learning a foreign language, the easier it will be for you.

If you have taken foreign language classes at another institution check with the Department of English and Modern Languages on the transferability of these language courses.

**TEXTS**

¡ARRIBA! COMUNICACIÓN Y CULTURA, 6th ed., by Zayas-Bazán, Bacon and Nibert.

*MySpanishLab Access Kit*  Course Section ID  (will be included within first assignment entry on Blackboard)
**ASSESSMENT**

**Evaluation**
Chapter exams (Chapters 5-7) (3) 30%  
MySpanishLab (MSL) Chapter Averages (4) 25%  
(MySL Practice Tests and regular activities comprise the 25%)  
Final Exam (with comprehensiveness) 15%  

In-class Compositions (2) 10%  
Oral Evaluations (2) 10%  
Participation, Daily Activities/Homework 10%

**Exams**
There will be an exam for every chapter covered in this course. Each exam prior to the final counts 10% of your overall grade. The final exams for the courses are somewhat comprehensive in nature (more details on that to be announced later), but still focus more on the final chapter.

**MySpanishLab and Homework Assignments**
Each student must complete the work assigned on Blackboard **before** coming to class on the specified day. The assigned online exercises from **MySpanishLab** will be posted on the site ([http://pearsonmylabandmastering.com](http://pearsonmylabandmastering.com)), along with their respective due dates and times (**a CODE will be required for access to this material—for us it will be posted within the first assignment entry of the semester**). Handouts will be posted in chapter-specific folders; it is important for your “Daily Activities/Homework” portion of the grade that you have the right handout(s) in class on the day it is/they are needed (and to have handout answers prepared when such an assignment is made on Blackboard beforehand).

**Practice Exams**
MSL Practice Exams, which are assigned on the MySpanishLab website for each chapter, are due when the MSL calendar will indicate (for each chapter) (**which will be before the in-class exam**).

**Oral Evaluations and In-Class Compositions**
The former are held in my office (at times you will have signed up for or agreed to by some other means). The latter are written in class.

**Participation**
Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class **participation**. In addition, the participation grade is also affected by your attendance, as you cannot participate if you are not in class.

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**POLICIES**

**Attendance**
Attendance is implied within the daily activities/class participation portion of the grade. Class attendance is crucial to your success in this course. For every unexcused absence after the first three absences (whether they be excused or unexcused), there is a deduction of **2 points** from your final grade. Each tardiness (or exit + re-entry) brings a reduction (according to the portion/proportion of class missed) in this portion of the grade; and each unexcused early departure will be counted as one-third (1/3) of an absence. **(Also see the cell phone policy for another important statement that affects attendance.)** According to the **Angelo State**...
Student Handbook, valid reasons for an absence include illness, family emergency or participation in an authorized university activity (and student observance of a religious holy day is also excusable). If you have one of these valid reasons, it is your responsibility to provide documentation to excuse the absence. Otherwise, no late assignments (or make-ups, if someone fails to show up for a scheduled one) can be arranged/accepted.

It is very important that you attend each class. In a foreign language class, we usually advance quickly and new concepts are often based on concepts learned earlier. If you miss a class, get caught up right away, even if you won’t receive a grade for it. It is your responsibility to find out the material we covered in the class period you missed (including homework) and learn/complete those materials. Also: remember that class time is one of the few chances you have to practice speaking and listening to the language. Learning a second language requires constant practice and exchange with others.

Make-up work, etc.
Students who must miss an exam (or other assessment) are not eligible automatically to take a make-up exam, and will be granted that privilege only if a valid explanation is documented. If you have a valid reason for missing an exam (or other assessment) when it is scheduled, you may make it up. If possible, you should notify me BEFORE the exam/other assessment (oral evaluation or composition). If it is not possible to notify me before the absence, you must notify me within 24 hours of the scheduled exam/other assessment (oral evaluation or composition). Make-up exams must be arranged by appointment with your instructor. Documentation must be provided (within 24 hours) if a student (for a valid reason) fails to show up for a scheduled make-up.

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and subsequent legislation. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, Room 112 of the Houston Harte University Center, at 325-942-2047 (phone) or 325-942-2211 (fax) or by email at ada@angelo.edu to begin the process.

Academic Honesty
"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook." Any student who practices academic dishonesty in this class will be dismissed from class and s/he will receive an F for the course.

Cell Phone Policy
Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. Use of these devices during class will result in a daily grade of zero (invalidating that day’s attendance and credit for participation or for a handout brought or done, as assigned) (and could also result in dismissal from class). Make sure they are put away during class time. Also, there is no laptop use allowed during class.
**Blackboard**

This class is listed on BLACKBOARD (http://blackboard.angelo.edu). By enrolling in this class students are automatically registered in BLACKBOARD. Students will be able to find assignments (made every class day for the next), links, handouts (in chapter-specific folders), course information (such as a copy of the syllabus), and announcements (normally placed in the “Assignments” tab within normal assignment entries) pertaining to this class on BLACKBOARD. It is very important that each student try to access BLACKBOARD as soon as possible and to **check Blackboard and his/her ASU e-mail daily** (as I will communicate with the class from BLACKBOARD). Students will be able to access information regarding assessments (test details handouts, setups of oral evaluations and of compositions) here, as well as the previously-mentioned specific class day-to-class day assignments.

**RESOURCES**

**ACTFL guidelines**


**Standards**

https://www.actfl.org/publications/all/world-readiness-standards-learning-languages
http://www.vark-learn.com/
http://www.laits.utexas.edu/spe/index.html

This syllabus is subject to change; changes will be posted on BLACKBOARD (in specific assignment entries) or announced in e-mails to the class; then the online copy of the syllabus will be corrected and re-posted (in the “Course Information” tab).

**Projected Calendar:**

*Read the pages indicated in the book first, then do the assigned exercises at MySpanishLab (These are not indicated on the syllabus, but are assigned on MySpanishLab).*

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT (Due the day it is listed, so Prepare in advance)</th>
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<tbody>
<tr>
<td>Jan. 17</td>
<td>Introducción; Repaso (Review)</td>
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<tr>
<td>Jan. 19</td>
<td>Repaso; Capítulo Cinco (Primera Parte)</td>
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<td>Jan. 22</td>
<td>Capítulo Cinco (Primera Parte)</td>
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<td>Jan. 24</td>
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<td>Jan. 29</td>
<td>Capítulo Cinco (Primera Parte)</td>
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<td>Jan. 31</td>
<td>Capítulo Cinco (Primera Parte/Segunda Parte)</td>
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<td>Feb. 2</td>
<td>Capítulo Cinco (Segunda Parte)</td>
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<td>Feb. 5</td>
<td>Capítulo Cinco (Segunda Parte)</td>
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<td>Feb. 7</td>
<td>Capítulo Cinco (Segunda Parte)</td>
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<td>Feb. 9</td>
<td>Capítulo 5 (Segunda Parte)</td>
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<td>Feb. 12</td>
<td>(Segunda Parte/Nuestro Mundo); <strong>Oral Evaluation</strong> in office outside class time</td>
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<tr>
<td>Feb. 14</td>
<td><strong>EXAMEN</strong> (Capítulo Cinco)</td>
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<td>Feb. 16</td>
<td>Capítulo 6 (Primera Parte)</td>
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</tbody>
</table>
Feb. 19  Capítulo 6 (Primera Parte)
Feb. 21  Capítulo 6 (Primera Parte)
Feb. 23  Capítulo 6 (Primera Parte)
Feb. 26  Capítulo 6 (Primera Parte/Segunda Parte)
Feb. 28  Capítulo 6 (Segunda Parte)
March 2   Capítulo 6 (Segunda Parte)

March 5   Capítulo 6 (Segunda Parte)
March 7   Capítulo 6 (Segunda Parte/Nuestro Mundo); In-Class Composition
March 9   EXAMEN (Capítulo Seis)

March 12-16—Spring Break
March 19  Capítulo 7 (Primera Parte)
March 21  Capítulo 7 (Primera Parte)
March 23  Capítulo 7 (Primera Parte)
March 26  Capítulo 7 (Primera Parte)
March 28  Capítulo 7 (Primera Parte)
March 30  Capítulo 7 (Segunda Parte)

April 2   Capítulo 7 (Segunda Parte) (last day to withdraw)
April 5   Capítulo 7 (Segunda Parte)
April 7   SPRING HOLIDAY
April 9   Capítulo 7 (Segunda Parte)
April 11  Capítulo 7 (Segunda Parte/Nuestro Mundo); Oral Evaluation in office outside class time
April 13  EXAMEN (Capítulo Siete)
April 16  Capítulo 8 (Primera Parte)
April 18  Capítulo 8 (Primera Parte)
April 20  Capítulo 8 (Primera Parte)
April 23  Capítulo 8 (Primera Parte)
April 25  Capítulo 8 (Primera Parte/Segunda Parte)
April 27  Capítulo 8 (Segunda Parte)
April 30  Capítulo 8 (Segunda Parte)
May 2    Capítulo 8 (Segunda Parte); In-Class Composition
May 4    Capítulo 8 (Segunda Parte/Nuestro Mundo), Repaso (Review)

COMPREHENSIVE FINAL EXAM—
For 12 p.m. class: Monday, May 7th, from 1-3 p.m.; for 11 a.m. class, Wednesday, May 9th, from 10:30 a.m. to 12:30 p.m. (Details of the extent of comprehensiveness, and on which sections will have a
comprehensive nature, will be revealed in the Chapter 8 test details (which will either be posted in a handout [or in an assignment entry] on Blackboard).

**Miscellaneous (Additional) Policies and Announcements:**

1. Please remember to write clear, distinctive letters on your exams and all other written work in order to receive credit for your answers. Printing is preferable.

2. Instead of accepting alternate answers on tests, I will grade the first one I come to.

3. There are no test postponements for individuals.

4. MSL Activities for Credit: Follow the directions found along with your access key to the text (and, at the appropriate time, enter the **course code found within the first Blackboard assignment post** in order to access the activities that are on [http://pearsonmylabandmastering.com/northamerica](http://pearsonmylabandmastering.com/northamerica) (and **purchase an access key separately if it does not come with your book**). Many SAM (Student Activities Manual) and other MSL exercises (per chapter) will be assigned for credit (and the results will appear in my grade book in MSL). Credit will be granted for every for-credit exercise that you do on or before the due date/time (according to the calendar on MSL, as I assign activities on it) with a 70% grade or higher. **No late assignments are accepted.** (To accommodate the occasional technical problems, these exercises are a completion grade; but the better your results, the better your performance in class and on tests.) **Please note that completed MySpanishLab exercises account for 25% of your final grade. Do not allow yourself to fall behind at any time.** You are responsible for making sure your MSL calendar clock is set to Central U.S. Time (both before and after time changes). (Click on “My Profile” to do/check that.) Each activity will weigh equally within the percentage of the grade set aside for MSL assignments; again, some may be non-SAM MSL exercises. **ALL WORK DONE** (on all exercises of all types) must be your original work (in compliance with ASU’s Honor Code). For-credit assignments will go beyond the probing of the expected skill (writing), and also involve reading, culture, and listening.

5. Students will be responsible for all information or changes announced during their absences.

6. Help outside of class: I find [http://www.studyspanish.com](http://www.studyspanish.com) a useful source of outside help. You can also, of course, see me in the office for help with the course. I also plan to give you a handout that contains a couple of lists of language learning strategies (find the ones that fit your learning style, and make use of them). In addition, our departmental secretary (Academic 010) maintains a list of tutors. If I hear of other tutoring offered, I will announce such opportunities to you. (For instance, this academic year we have had weekly tutoring by an upper-level Spanish student.)

I LOOK FORWARD TO A PROFITABLE, ENJOYABLE SEMESTER WORKING WITH YOU!