TEXTO: ¡ARRIBA! COMUNICACIÓN Y CULTURA, 6ª ed., 2015 Release or 2017 Re-Release (Paper), de Zayas-Bazán y Bacon (Access to MySpanishLab is required.)

Sección 020: de las 11:00 a las 11:50 de la mañana AULA: A101

MySpanishLab Course ID Number: CRSKLKY-603173

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Sección 030: de la 1:00 a la 1:50 de la tarde AULA: A119

MySpanishLab Course ID Number: CRSKLWM-603174

CORREO ELECTRÓNICO: Maria.Onofre-Madrid@Angelo.edu OFICINA: A110D

NÚMERO DE TELÉFONO: (325) 486-6164

HORAS DE CONSULTA: lunes, miércoles y viernes:

de las 10:00 a las 11:00 de la mañana

martes y jueves:

de las 11:00 de la mañana a la 1:00 de la tarde

a otra hora, por cita previa

This syllabus is subject to revision; revisions may be posted on Blackboard and/or communicated orally in class or in writing via e-mail. The student is responsible for any changes announced in class, posted on Blackboard or sent via e-mail.

COURSE DESCRIPTION:

This is a fourth semester Spanish course designed to continue exploration of 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.”

**MY ROLE / YOUR ROLE:**

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.

**LEARNING OUTCOMES FOR ALL SPANISH 2312 COURSES:**

Upon completing Spanish 2312, students will be able to

- converse in Spanish when dealing with routine tasks and social situations with an extended vocabulary.
- handle situations with a complication or an unexpected turn of events.
- narrate and describe people, situations, and events by using the major time frames (present, past and future).
- support personal opinions and express abstract ideas.
- read, comprehend, and begin to summarize more complex texts and discuss the ideas they contain.
- identify, present, and begin to analyze important features of the target language history and culture (perspectives, practices, products) of the Spanish-speaking world.
- communicate in all 3 modes--interpretive, presentational, interpersonal—at the ACTFL Intermediate mid to high 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)

IDEA EVALUATIONS WILL BE DONE; DATES WILL BE ANNOUNCED.

METHOD OF ASSESSING LEARNING OUTCOMES:

Learning outcomes will be assessed via 3 chapter exams, 1 final exam, 2 written compositions, 2 oral evaluations, 3 sets of MySpanishLab chapter activities and chapter practice tests, and daily work and class participation.

COURSE GRADE COMPUTATION:

30% - 2 chapter exams (chapters 13 and 14)
10% - 2 compositions (written in class without aids)
10% - 2 oral evaluations (done in and out of class at pre-scheduled times)
20% - 3 sets of MySpanishLab activities and practice tests*
10% - Daily work and class participation**
20% - 1 final exam (all of chapter 15, and parts of chapters 13 and 14)

100% - Total

90-100 = A  80-89 = B  70-79 = C  60-69 = D  59 and below = F

*Specific online assignments from MySpanishLab will be posted on the MySpanishLab website.
Each student must complete the work included in the pages indicated by each date in this syllabus, as well as the corresponding exercises in MySpanishLab, before coming to class on the specified day. To do the online exercises from MySpanishLab each student needs an access code as well as the course section ID.

**The course section ID for Spanish 2312.020 (11:00 a.m. class) is CRSKLKY-603173.**

**The course section ID for Spanish 2312.030 (1:00 p.m. class) is CRSKLWM-603174.**

The average grade of three (3) attempts of each online activity and the corresponding chapter practice test will be the recorded score for each chapter. All MSL activities may be repeated up to 3 times, as long as they are done before the deadline (day and Central Standard Time). You will only have one attempt at the practice tests. **MSL work will be due by 10:00 p.m.**

**Daily work will include MySpanishLab practice tests for chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12, daily quizzes (oral or written), quizzes via Blackboard, online search activities, oral individual or group participation in class, and any homework assigned. Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. Your participation grade is also affected by your attendance, as you cannot participate if you are not in class; no remote control participation is possible.**

The **oral evaluations** will be done in class, as indicated on the syllabus, and as time permits. If needed, some may be done in the office,

from 12:00 to 1:00 p.m., for the 11:00 a.m. class, and
from 2:00 to 3:00 p.m., for the 1:00 p.m. class.
RESOURCES:

ACTFL guidelines


Standards

https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

A guide to learning styles

http://vark-learn.com/
All textbook assignments must be completed before coming to class on the dates given below. MySpanishLab assignments are due as indicated on the MSL website.

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<tr>
<td>17</td>
<td>enero</td>
<td>Información sobre el curso, revisar estudios previos en la lengua</td>
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<td>19</td>
<td>enero</td>
<td>Repaso del material de 1301</td>
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<td>26</td>
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<td>Capítulo 13 (páginas 418 a 421) ¿Oíste las noticias? La herencia cultural de España; Primera Parte: El cierre de una edición del periódico; Vocabulario – Los medios de comunicación</td>
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<td>29</td>
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<td>Cap. 13, págs. 422-424 - Aplicación; 1. The imperfect subjunctive</td>
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<td>31</td>
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<td>Cap. 13, págs. 425-427 - The imperfect subjunctive, Aplicación</td>
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<td>Cap. 13, págs. 428-431 – Aplicación; 2. Long-form possessive adjectives and pronouns, Aplicación</td>
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<td>febrero</td>
<td>Cap. 13, págs. 435-438 - Mi música – “Quisiera ser” (Alejandro Sanz, España) Segunda Parte: Una telecomedia popular; Vocabulario – El cine, el teatro y la televisión; L y s – The consonants y, l, and the Sequence ll, Aplicación</td>
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<td>14 febrero</td>
<td>Cap. 13. págs. 446-447</td>
<td>La herencia cultural de España</td>
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<td>16 febrero</td>
<td><strong>Composición 1</strong> – se escribirá en clase</td>
<td>Usted recibirá más información en clase</td>
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<td>19 febrero</td>
<td>Cap. 13. págs. 448-449</td>
<td>Páginas – Estimado Director de <em>El País</em> (Erasmo Santiago García, España) Repaso para el examen del capítulo 13</td>
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<td><strong>21 febrero</strong></td>
<td><strong>Examen sobre el capítulo 13</strong></td>
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<td>23 febrero</td>
<td>Capítulo 14 (páginas 452 a 454)</td>
<td>¡Seamos cultos! El arte moderno hispano; Primera Parte: Un concierto del director Gustavo Dudamel</td>
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<td>26 febrero</td>
<td>Cap. 14, págs. 455-457</td>
<td><strong>Vocabulario</strong> – La música y el baile, Aplicación</td>
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<td>28 febrero</td>
<td>Cap. 14, págs. 458-460</td>
<td>1. <em>Hacer</em> in time expressions, Aplicación</td>
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<td>2 marzo</td>
<td>Cap. 14, págs. 461-463</td>
<td>2. <em>Nosotros</em> commands</td>
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<td>5 marzo</td>
<td>Cap. 14, págs. 464-466</td>
<td>Aplicación; <strong>¿Cuánto saben?</strong> Perfiles – ¿Baile o ballet? ¡Esa es la cuestión!</td>
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<td>7 marzo</td>
<td>Cap. 14, págs. 467-469</td>
<td>Mi música – “Baila me” (Gipsy Kings, España) <strong>Segunda Parte:</strong> Elegancia total; <strong>Vocabulario</strong> – La moda</td>
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<td>9 marzo</td>
<td>Cap. 14, págs. 470-472</td>
<td><strong>L y s</strong> – The consonants <em>m, n, and ň</em>, Aplicación; 3. The pluperfect indicative</td>
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<td><strong>12 a 16 de marzo</strong></td>
<td><strong>Vacaciones de primavera - disfrútenlas</strong></td>
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21 marzo Evaluación oral 1 (usted recibirá más información en clase)

23 marzo Evaluación oral 1 (usted recibirá más información en clase)

26 marzo Cap. 14, págs. 476-477 - El arte moderno hispano

28 marzo Composición 2 – se escribirá en clase Usted recibirá más información en clase

30 marzo Día feriado - disfrútelo

2 abril Último día que puede dejar el curso (Last day to drop a class or withdraw from the University)

2 abril Cap. 14, págs. 478-479 - Páginas – “El crimen perfecto” (Enrique Anderson Imbert, Argentina) Repaso para el examen del capítulo 14

4 abril Examen sobre el capítulo 14

6 abril Capítulo 15 (páginas 482 a 484) ¿Te gusta la política? La herencia indígena;
Primera Parte: La paz es el derecho de todos

9 abril Cap. 15, págs. 485-487 - Vocabulario – Las crisis políticas y económicas, Aplicación

11 abril Cap. 15, págs. 488-490 - 1. The relative pronouns que, quien, and lo que, Aplicación

13 abril Cap. 15, págs. 491-493 - Aplicación; ¿Cuánto saben? Perfiles – La política y los hispanos; Mi música – “De paisano a paisano” (Los Tigres del Norte, EE. UU.)
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<td>Cap. 15</td>
<td>497-499</td>
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<td>Aplicación; ¿Cuánto saben? ¡Pura vida! – Episodio 15</td>
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<td>27 abril</td>
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<td>30 abril</td>
<td>Cap. 15</td>
<td>506-507</td>
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<td>2 mayo</td>
<td>Cap. 15</td>
<td>508-511</td>
<td>Páginas – “En solidaridad” (Francisco Jiménez, México)</td>
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<td>4 mayo</td>
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<td>9 mayo</td>
<td>Examen final – sobre los capítulos 13, 14 y 15</td>
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<td>Examen final – sobre los capítulos 13, 14 y 15</td>
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**Clase de las 11:00 de la mañana, sección 020**
– de las 10:30 de la mañana a las 12:30 de la tarde

**Clase de la 1:00 de la tarde, sección 030**
– de la 1:00 a las 3:00 de la tarde
COURSE POLICIES

ATTENDANCE:

Any student who is absent **more than 4 times** loses the possibility of receiving an “A” in the course. **Two (2) points** will be deducted from your final course grade for every absence (**excused or unexcused**) **beyond the third one**. Each missed portion of a class (late arrival, leaving early, exiting and re-entering the classroom, etc.) will result in a deduction of **1 point** from your final course grade. A student who is absent for **twelve (12) days** or more will automatically receive an “F” for the course.

**NOT** being in class affects not only your participation grade, but also your final course grade, as you cannot receive participation credit if you are not present!!!!!!

**Plan to be on time; the door will be locked** and you will not be allowed to disrupt the class after class has started.

COMMUNICATION DEVICES:

All pagers, cell phones, or other electronic communication devices must be **off and out of sight** before entering the classroom; otherwise, they will be confiscated. **Use of any of these devices in the classroom will result in dismissal from class.** If the device sounds/rings or is in sight, the student will: 1) be asked to leave, 2) be counted absent, and 3) receive an “F” for any work due or done in class that day. **YOUR DEVICE MAY NOT BE CHARGED IN THE CLASSROOM OR DURING CLASS.**

DISABILITY SERVICES:

ASU 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 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, and it is the student’s responsibility to initiate such a request by contacting:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
University Center, Room 112

**HONOR CODE:**

"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 HE/SHE WILL RECEIVE AN “F” FOR THE COURSE.

**MAKE-UP AND LATE WORK:**

There will be no make-up tests, exams, quizzes or work! Work without a name is not graded! Late work will not be accepted.
You must use permanent dark **blue or black** ink for all work turned in. **ABSOLUTELY NO PENCIL MAY BE USED.** Any work done in pencil will be assigned a grade of “0”.

Students who must miss an exam 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 when it is scheduled, you may make it up. If possible, you should notify me **BEFORE** the exam. If not, you must notify me **within 24 hours** of the scheduled exam. Make up exams must be arranged by appointment with your instructor, and must be taken **within 2 days** of absence. **Written documentation is required** before any makeup exam is administered.

There are some valid reasons for a student’s absence from class. According to the [Angelo State University Undergraduate and Graduate Catalog 2017-2018](http://www.angelo.edu/catalogs/), the valid reasons include illness, family emergency or participation in an authorized university activity (page 302). If you have one of these valid reasons, it is your responsibility to inform me in advance, in writing, via e-mail (for a university activity), or **within 24 hours** of the absence, via e-mail or voice mail (for illness or family emergency), so that I may determine if you will be excused or allowed to make-up any missed work. Upon your return to class, you must turn in written documentation to justify all excused or make-up assignments. For all pre-scheduled university activities, the student must take care of the make-up assignments before leaving campus to participate in the activity.

**RELIGIOUS HOLY DAY (OP10.19)**

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.”
INTERMEDIATE: 2311 and 2312
from A Texas Framework for LOTE

Progress Checkpoint
Using appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:

- participate in simple face-to-face communication;
- create statements and questions to communicate independently when speaking and writing;
- understand main ideas and some details of material on familiar topics when listening and reading;
- understand simple statements and questions when listening and reading;
- meet limited practical and social writing needs;
- use knowledge of the culture in the development of communication skills;
- use knowledge of the components of language, including grammar, to increase accuracy of expression; and
- cope successfully in straightforward social and survival situations.

MODES OF COMMUNICATION AND PERFORMANCE EXPECTATIONS

Interpersonal

1.A The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs.

Interpretive

1.B The student is expected to interpret and demonstrate an understanding of simple, straightforward spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations.

Presentational

1.C The student is expected to present information and convey short messages on everyday topics to listeners and readers.
SELECTED LANGUAGE FUNCTIONS

Continue with Novice functions and introduce (but do not expect complete mastery):
1. express preferences and feelings
2. express and satisfy basic needs
3. understand narration and narrate in past, present, and future
4. understand, identify, and state feelings and emotions
5. compare and contrast
6. understand and give advice and suggestions
7. initiate, engage in, and close conversations
8. explain and support opinions
9. interpret

SAMPLE TOPICS FOR INTERMEDIATE (AND NOVICE) LEARNERS

- personal, biographical information
- pets and animals
- holidays
- colors
- clothing
- dates (months, date, year)
- family members
- nationalities
- simple greetings
- simple forms (e.g., a questionnaire)
- money denominations
- personal and place names
- restaurants, foods
- transportation
- health
- shopping and commercial negotiations
- sports
- school and classroom
- places and events
- songs and music
- numbers
- telling time
- weather and seasons
- friends
- professions, work, and careers
- simple geographical information
- courtesy expressions
- money matters
- office and shop designations
- activities and hobbies
- lodging
- customs
- entertainment
- meeting arrangements and invitations
Example Progress Indicators: Intermediate (Useful for Assessment)

Interpersonal

- create and respond to questions in a simple conversation
- survey others about their opinions on appropriate topics
- plan a party menu which includes a variety of foods

Interpretive

- read a sample of the language such as a letter, poem, or interview and rewrite it as a journal entry from the author, journalist, or interviewee
- read descriptions of several jobs and create a mock resume to include with an application for one of those jobs
- sequence important events after viewing a familiar film, or video

Presentational

- describe an everyday activity
- give directions from a given point to a destination

INTERMEDIATE-HIGH

Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.
INTERMEDIATE-MID

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

INTERMEDIATE-LOW

Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are re-combinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.