SPAN 2311: SPANISH III
Department of English and Modern Languages
Angelo State University
Verano 2018

Instructor: Dr. David Faught
Correo: dfaught@angelo.edu
Oficina: A110A
Teléfono: (325) 942-2245 x6162
Consultas: MTWThF, 11:45 A.M. a 12:45 p.m

UNIVERSITY, DEPARTMENTAL & COURSE OBJECTIVES

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.

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 2311 and 2312 are sequels to Spanish 1301 and 1302 and are 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.”

Students should be able to express personal meaning more fully and accurately in more contexts, hold simple conversations, ask and answer more questions, and write short, straightforward 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 better control over regular and irregular present-tense verb forms as well as past and future time frames. Students should be able to read and comprehend more complex texts in greater 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, interpersonal—at the ACTFL Intermediate low to mid level.

IDEA FORM OBJECTIVES

Essential (E):
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 (I):
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

TEXTS

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

MySpanishLab Access Kit  Course Section ID  CRSKLQ2-641310
**ASSESSMENT**

**2311 Evaluation**
- Chapter exams (3) 30%
- MySpanishLab (MSL) 25%
- Final Exam 15%
- Compositions (2) 10%
- Oral Evaluations (2) 10%
- Participation/Quizzes 10%

**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://myspanishlab.com), along with their respective due dates and times (a **CODE** will be required for access to this material).

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

**Participation/Quizzes**
Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. We will have frequent quizzes to measure your progress through the material. These will be given the first 5-8 minutes of class. There are no make-ups for these; however, the lowest scores will be dropped for any quizzes over 10.

**POLICIES**

**Attendance**
Class attendance is crucial to your success in this course. You are allowed **2 absences** for any reason; for every **unexcused** absence after 3, there is a deduction of **2 points** from your final grade. According to the **2009-2010 Angelo State University Bulletin**, page 364, valid reasons for an absence include illness, family emergency or participation in an authorized university activity. If you have one of these valid reasons, it is your responsibility to contact me in advance if possible and to provide documentation to excuse the absence. Students absent for **six times** or more will automatically receive an ‘F’.

**Make-up work, etc.**
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. Documentation must be provided (within 24 hours) if a student (for a valid reason) fails to show up for a scheduled make-up.

*If you have a documented disability*
"Persons with disabilities which may warrant academic accommodations must contact the **Office of Student Life and Student Services, Room 112 University Center**, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

**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 could result in a daily grade of zero (and could also result in dismissal from class).

**ACTFL guidelines**

**Standards**
[http://www.laits.utexas.edu/spe/index.html](http://www.laits.utexas.edu/spe/index.html)

This syllabus is subject to change; changes will be posted on RAMPORT and emailed.
SPAN 2311 ORAL EXAM PROMPTS

EXAMEN ORAL I (Chapter 9)
Imagine that you are describing to your travel agent how you foresee your next airplane trip. Describe orally in Spanish (a) some (not all) of the necessary preparatory and/or airport-related activities that you are going to be involved in and (b) some of the fun activities that you want to do and (c) the tourist attractions (or kinds of tourist attractions) that you want to visit. Specify a particular destination to contextualize and enhance your narration. (Also, don’t forget to tell how you’re going to be going to your destination.) I will be looking for you to use, appropriately, a good amount of vocabulary (at least eight official vocabulary words new to the current chapter) (obviously, some will need to be from the first part of the chapter and some from the second). I will probably use a few questions to elicit at least some of the information (and create a somewhat interactive environment).

EXAMEN ORAL II (Chapter 11)
La búsqueda de empleo: Tell me about what you do when seeking a job. Tell how you prepare for an interview. Include also (at least) these details: the application process, the documents you prepare before the interview, the paperwork that needs to be filled out, the kind of position you are interested in, the benefits you are interested in, the personal qualities (characteristics) that you possess that enable you to succeed, and the responsibilities that need to be carried out in the doing of that job (it can be a fictitious job with respect to your actual situation). Be sure to include at least 2 statements with the subjunctive from the triggers we have learned this semester.

SPAN 2311 COMPOSITION PROMPTS

COMPOSICION I (Chapter 10)
Think of someone you know (or someone fictitious) who has a health problem. Identify which problem it is. Tell which part(s) of the body is/are involved, and how long the problem has persisted. Tell what steps the person needs to take in the way of getting professional medical help. Be sure to include the subjunctive here: Es importante que mi hermano no suba más de peso. Using the subjunctive, tell what you recommend that the person do: Quiero que mi hermano se cuide más. Throughout your composition, include nutritional and exercise considerations. Minimum length: 10 sentences; to be written in paragraph form. Must include 5 sentences with subjunctive triggers and subjunctive from CH 10.

COMPOSICION II (Chapter 12)
Write an essay including plans for your future. First, write a paragraph using the "real" future (not ir + a + infinitive), and tell five specific steps you will take this year in order to protect the environment and/or conserve energy/natural resources. Be detailed in explaining how your action will help the environment.
In your second paragraph, imagine that you have $3000 to spend in an electronics store (una tienda de aparatos electrónicos). Use the conditional tense to tell what you would buy and what you would do with each of the item. Use vocabulary from the chapter, and use the conditional tense. 2 paragraphs. 10 sentences minimum.
## SPAN 2311 SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>m</td>
<td>June 4</td>
<td>Introduction, Chapter 9</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>5</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>w</td>
<td>6</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>th</td>
<td>7</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>8</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>11</td>
<td>Chapter 9 Exam; Chapter 10</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>12</td>
<td>Examen Oral 1; Chapter 10</td>
</tr>
<tr>
<td></td>
<td>w</td>
<td>13</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>th</td>
<td>14</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>15</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>18</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>19</td>
<td>Chapter 10 Exam; Chapter 11</td>
</tr>
<tr>
<td></td>
<td>w</td>
<td>20</td>
<td>Composition 1; Chapter 11</td>
</tr>
<tr>
<td></td>
<td>th</td>
<td>21</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>22</td>
<td>Chapter 11 (Last day to withdraw)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>25</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>26</td>
<td>Chapter 11 Exam; Chapter 12</td>
</tr>
<tr>
<td></td>
<td>w</td>
<td>27</td>
<td>Examen Oral 2; Chapter 12</td>
</tr>
<tr>
<td></td>
<td>th</td>
<td>28</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>29</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Week 5</strong></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>2</td>
<td>Chapter 12; Composición 2</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>3</td>
<td>Examen Final</td>
</tr>
</tbody>
</table>