SPANISH 2311.010  
10h-11h45  
A121  
verano 2018  
4junio-3julio

Dr. Karen CODY  
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oficina: A110G  
horas de consulta: 12h-13h

Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or if you have any other questions regarding the class. You are most likely to make contact by e-mail. I expect everyone to meet me during office hours at least twice, the earlier in the session, the better. There will be a sign-up sheet on my office door for appts.

ASU’s Mission statement: 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….

My personal and professional goals: to heighten awareness of the role of language in society; to encourage exploration of various learning models in second language acquisition.

COURSE CONTENT: Spanish 2311 is the sequel to Spanish 1302, 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.”

LEARNING OUTCOMES FOR ALL SPANISH 2311 COURSES:
Upon completing Spanish 2311, students will 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.
- have better control (orally and in writing) over regular and irregular present tense verb forms as well as past and future time frames.
- read and comprehend more complex texts in greater detail.
- communicate important features of the history and culture (perspectives, practices, products) of the Spanish-speaking world.
- communicate in all 3 modes—interpretive, presentational, interpersonal—at the ACTFL Intermediate low to mid-level.

Idea Form Objectives:

**Essential (E):**
1. Gaining factual knowledge (terminology, classifications, methods, trends)  
   (Spanish vocabulary, grammatical structure, and culture)
8. Developing skill in expressing oneself orally or in writing  
   (Basic spoken and written communication in the Spanish language)

**Important (I):**
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. **REQUIRED** Access code to MySpanishLab.com
   
   very important to enter correct section code **CRSKL21-641127**

Helpful websites:
- http://spanish.about.com
- http://www.laits.utexas.edu/spe/index.html
- http://www.learnspanish.com/
- http://oralproficiency.coerll.utexas.edu
- http://vark-learn.com/the-vark-questionnaire/

SPECIFIC EXERCISES ASSIGNED AS MINIMUM FOR GRADE BUT OTHERS ENCOURAGED

DATE ASSIGNMENT Due the day it is listed, so Prepared in advance

Read the pages indicated in the book first, do the e-text activities, then do the appropriate machine-graded SAM exercises at MySpanishLab. (those exercises, as well as the instructor-graded, will often be done in class, so the better prepared you are, the better you’ll perform in class)

**primera semana:**

4 junio Introducción al curso--myspanishlab.com, VARK, ACTFL

5 Capítulo 9 (páginas 282-288) LyS 1 y 15 (pp. 6, 8, 496) in text exercises 9-2, 9-3, 9-4, 9-5 and for a grade (minimum) SAMs 09-02, 03, 04, (08)

6 Cap. 9 (pp. 289-295) in text 9-8, 9-10 and SAMs 09-10, 09-11, 09-12; in text 9-12 and SAMs 09-17, 09-20, 09-21, 09-22

7 Cap. 9 (pp. 296-301), LyS 2 y 14 (pp. 60, 470) in text 9-19, 9-21 and SAMs 09-27, 09-28, 09-29

8 Cap. 9 (pp. 302-310) in text 9-25 and SAMs 09-34, 09-36, 09-38; in text 9-28, 9-31 and SAMs 09-42, 09-46, 09-47

**segunda semana:**

11 junio Cap. 9 (pp. 311-313) Practice Test 9 (required), Examen 9 y Composición/Taller

12 Cap. 10 MENOS CULTURA, NADA NUEVO CON VERBOS, PERO MUCHO MÁS VOCAB Y GRAMÁTICA DE 1302 (pp. 318-323) review el cuerpo p. 153, reflexivos p. 157. bass-ackwards verbs p. 193; then etext 10-2, 10-5A/B; SAMs 10-02, 10-05, 10-06

13 Cap. 10 (pp. 324-329) LyS 3 y 13 (pp. 94, 438) etext 10-7, 10-9A/B, 10-12; SAMs (10-09) 10-14, 10-16, 10-18, 10-22 (¡al mínimo!)

14 Cap. 10 (pp. 330-336) etext 10-21, 10-24A/B, 10-25; SAMs 10-34

15 Cap. 10 (pp. 337-342) LyS 4 y 12 (pp. 132, 402) etext 10-29, 10-31A/B; SAMs 10-42, 10-45, 10-46

**tercera semana:**

18 Cap. 10 (pp. 343-345) Oral/Tertulia (scheduled during and outside of classtimes)

19 junio Cap. 10 Practice Test 10, EXAMEN Cap 10—completion of oral/tertulia
cuarta semana:

25 junio  Cap. 11 (pp. 375-377, 382) SAMs 11-51, 11-52 y repaso  last day to drop

26   Cap. 11 Practice Test 11, Examen 11 y Composición/Taller

27   Cap. 12 (pp. 384-390) LyS 7 y 9 (pp. 232, 300) etext 12-3;  SAMs 12-02, 12-03

28   Cap. 12 (pp. 391-397) etext 12-7;  SAMs 12-08, 12-13, 12-14

29   Cap. 12 (pp. 398-406) LyS 8 (p. 264) etext 12-21, 12-22, 12-26, 12-28AB;  SAMs 12-24, 12-34, 12-35

quinta semana:

2 julio  Cap. 12 (pp. 407-413) LyS (pp. 7-9, 57, 136) etext 12-30, 12-31AB; SAMs 10-38, 10-39

Cap. 12 Practice Test 12, Oral/Tertulia (scheduled during and outside of classtimes)

3 julio  EXAMEN FINAL 2311 (Caps 1-12)

Syllabus subject to revision

Course grade computation Spanish 2311:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams</td>
<td>@ 100</td>
<td>300</td>
</tr>
<tr>
<td>2 oral proficiency assessments</td>
<td>@ 75</td>
<td>150</td>
</tr>
<tr>
<td>2 in-class compositions</td>
<td>@ 75</td>
<td>150</td>
</tr>
<tr>
<td>daily participation /activities / quizzes</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>MySpanishLab assignments *</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>150</td>
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<tr>
<td></td>
<td></td>
<td>1000 pts</td>
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<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

REQUIREMENTS:

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.

Become aware of your personal learning style because it has real implications for your progress. Do you process what you hear easily, or do you prefer to see everything written down?
Do you prefer to work alone or in groups? Are you a big picture kind of person or are you detail oriented? Do you spell well in English? etc.

Before coming to class, each student must first review very carefully the pages indicated in the text for the vocabulary/grammar explanations given in English, then complete the exercises in the text using e-links, and finally complete on MySpanishLab the appropriate exercises accessible in the on-line Student Activities Manual--no late assignments are accepted for credit. (To accommodate the occasional technical problems, these exercises are a completion grade, but 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, additional practice exercises, and practice tests on-line. Students are strongly encouraged to continuously practice the ‘Letras y Sonidos’ sections of all chapters (1-15), especially if your speaking and/or spelling skills are not strong. Your daily class participation grade is important; you acquire a foreign language by doing it. Bring your text to every class.

The Actividades escritas/talleres (composition) and orales/tertulias (dialog and/or interview) are on topics we will have prepared. THERE WILL BE NO MAKE-UPS.

The exámenes (exams) will contain both oral and written cues similar to exercises either in the text or in the myspanishlab exercises. THERE WILL BE NO MAKE-UP EXAMS.

Class attendance is crucial to your success in this course. I suggest strongly that you not miss any portion of even a single class. However, you are allowed 1 absence for any reason; for every absence after, there is a deduction of 3 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-third (1/3) absence. According to the Angelo State University Bulletin, 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 petition, in advance if possible, and to provide documentation to excuse the absence (petition will be emailed to you). If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a medical receipt, police report, letter from the athletic department, etc. Otherwise, no late assignments are accepted.

On the other hand, good attendance is rewarded. If you complete the summer session with no absences, your lowest assessment grade will be dropped (you must take all of them); if you have 1 absence, there is no absence penalty.

Class attendance is the first step toward a positive daily/participation grade, but there are also other factors. Active participation, taking initiative, and speaking Spanish in class will favorably impact your daily grade. It will also help your daily grade if you come to class prepared. This means you will have done your preparation in the textbook, online, and anything else I might assign. Everyone starts with an 80% participation grade. It is then up to you to raise that grade by your stellar participation or to lower it accordingly.

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.

LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL.
**Cell Phone Policy**: Turn off all pagers, cell phones, or other electronic communication devices, including laptops, before entering the classroom. These devices must be out of sight during the entire class. *Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least. ABSOLUTELY NO TEXTING MAY BE DONE DURING CLASS; YOU WILL BE ASKED TO LEAVE, YOU WILL BE COUNTED ABSENT, AND YOU WILL RECEIVE AN “F” FOR THE DAY AND ANY WORK DONE OR DUE THAT DAY.*

“The Student Life Office 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 the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at student.life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.”

"Persons with disabilities which may warrant academic accommodations must contact the Student life Office, 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."

"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."

**Extra credit:**

In English:  
3 things I already knew  
3 things I learned  
3 things I liked  
3 things I didn’t like  
X met/didn’t meet my expectations because...
I CAN

Shop for personal care products.
Contrast what happened in the past with something else that was going on.
Talk about what people say, believe, sell, etc.
Talk about what is done
Talk about clothes and shopping at a department store.
Talk about what used to happen and what you used to do in the past.
Describe a scene in the past.
Talk about different sports.
Report more past events and activities.
Take shortcuts in conversation to avoid repetition.
Talk about activities you like to do in your free time.
Make plans to do something.
Talk about some activities in the past.
Talk about indefinite people and things, and people/things that do not exist.
Discuss foods, cooking, and recipes.
Talk about events in the past.
Discuss food, eating preferences, and ordering meals.
Talk about things and express to whom and for whom.
Express likes and dislikes.
Talk about what you do around the house.
Describe people or things using superlatives.
Describe what is happening at the moment.
Describe your daily routine and habits.
Express needs related to personal care.
Express emotional states.
Compare objects and people.
Extend invitations.
Point out people and things to others.
Discuss things and people you know.
Talk about your family.
Express desires and preferences.
Plan activities.
Describe yourself and others.
Make plans to do something with someone.
Ask for and give simple directions.
Exchange information about classes.
Talk about things that belong to you.
Talk about how you and others feel.
Talk about what you do and what you like to do.
Talk about what you have, and what you have to do or should do.
Describe yourself, other people, and things.
Ask and respond to simple questions.
Ask for and tell time.
Describe your classroom.
Respond to classroom instructions.
Talk about yourself and others.
Identify colors and talk about your favorite.
Meet and greet others.
Spell your name.
Perform simple math problems in Spanish.
Talk about the calendar and dates.
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 | school and classroom |
| pets and animals                   | places and events   |
| holidays                          | songs and music     |
| colors                            | numbers             |
| clothing                          | telling time        |
| dates (months, date, year)        | weather and seasons |
| family members                    | friends             |
| nationalities                     | professions, work, and careers |
| simple greetings                  | simple geographical information |
| simple forms (e.g., a questionnaire) | courtesy expressions |
| money denominations               | money matters       |
| personal and place names          | office and shop designations |
| restaurants, foods                | activities and hobbies |
| transportation                    | lodging             |
| health                            | customs             |
| shopping and commercial negotiations | entertainment   |
| sports                            | 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 recombinations 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.