

**TEXTO:**        ¡ARRIBA! COMUNICACIÓN Y CULTURA, Volumen 2, 6ª ed.,  
de Zayas-Bazán y Bacon (This includes Access to MySpanishLab)

**MySpanishLab Course ID Number:** CRSKL85-2040065

**HORARIO:**     1:00 a 1:50 de la tarde

**AULA:**         A121

**CORREO ELECTRÓNICO:**    [Maria.Onofre-Madrid@Angelo.edu](mailto:Maria.Onofre-Madrid@Angelo.edu)

**OFICINA:**     A110D

**NÚMERO DE TELÉFONO:**    (325) 486-6164

**HORAS DE CONSULTA:**    lunes, miércoles y viernes de las 9:50 a las 11:50 de la mañana  
martes y jueves – de las 9:00 a las 11:00 de la mañana  
a otra hora, si hace una cita

***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.***

#### **COURSE DESCRIPTION:**

This is a third 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 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)
8. Developing skill in expressing oneself orally or in writing  
(Basic spoken and written communication in the Spanish language)

**Important (I):**

2. Learning fundamental principles, generalizations or theories  
(Understand mechanisms of language and culture)
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)

**METHOD OF ASSESSING LEARNING OUTCOMES:**

Learning outcomes will be assessed via 3 chapter exams, 1 final exam, 2 written compositions, 2 oral evaluations, 4 Sets of MySpanishLab chapter activities and practice tests, and daily class participation and homework.

This class is listed on **BLACKBOARD**. Your grades will be posted on a regular basis there so that you may keep up with your progress in this course.

## Evaluación del curso

10% - Tareas diarias y participación en clase

10% - Composiciones / talleres, escritos en clase

25% - 4 Grupos de actividades y pruebas de práctica de los capítulos 9, 10, 11, y 12, de MySpanishLab

30% - 3 Exámenes, 1 sobre cada uno de los capítulos 9, 10 y 11

15% - 1 examen final, sobre todo el capítulo 12, y partes de los capítulos 9, 10, y 11

10% - 2 Evaluaciones orales / tertulias

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100% - Total

The oral evaluations, or **“tertulias”**, will be oral activities done in class for a grade.

The compositions, or **“talleres”**, will be written in class, without any aids, and your writing will be evaluated for a grade.

Grades included in the **“Daily work”** include any written homework assignments (if hand-written, these must be in dark **blue** or black ink), unannounced quizzes, **“Investigación” exercises (indicated in the text with icon of an arrow pointing to a world)**, and in-class participation. Make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. **Plan to be on time so you do not disrupt the class after class has started. There are a total of 43 class days; absences and arriving late to class will affect your class participation grade proportionately, as well as your final course grade, as indicated above (2 points for every absence after 3, 1 point for late arrival, early departure, exiting and re-entering class, etc.).**

**MySpanishLab** assignments will be indicated on the site **(in your text, you are alerted to these with an open book icon and the activity number below it)**, accessible from Blackboard external links or for registration and more information go to

<http://www.mylanguagelabs.com/support/student-getting-started-docs.html?iframe=true>

You will need the course code CRSKL85-2040065 to register for my section. Be sure you check the MySpanishLab regularly so that you complete SAM (Student Activities Manual) activities and the online practice tests on time. Due dates will be indicated there; the deadline time will be **10:00 p.m.** CST (make sure you set the clock on your page to CST) on the specified date. **You may do the activities 3 times, and your recorded grade in MySpanishLab will be the average of the 3 attempts. You may do the practice tests only once. The average of the activities and the practice test for each chapter will be the recorded grade in Blackboard.**

Día	Mes	Tarea
25	agosto	Información sobre el curso
27	agosto	Repaso del material de 1301
29	agosto	Repaso del material de 1302
1º	septiembre	Día feriado - diviértanse
3	septiembre	<b>Capítulo 9 – Vamos de viaje, páginas 282-285</b> <b>Los países caribeños de Sudamérica: Venezuela y Colombia;</b> <b>Primera Parte:</b> De vacaciones; <b>Vocabulario</b> – En el aeropuerto
5	septiembre	Cap. 9, págs. 286-290 - Aplicación; 1. <i>Por</i> or <i>Para</i>
8	septiembre	Cap. 9, págs. 291-294 - Aplicación; 2. Adverbs ending in <i>–mente</i> , Aplicación
10	septiembre	Cap. 9, págs. 295-299 - <b>¿Cuánto saben?</b> Perfiles – Auyentepuy: Un viaje de aventura; Mi música – “Me enamora” (Juanes, Colombia); <b>Segunda parte:</b> Unos correos electrónicos de Marisela; <b>Vocabulario</b> – Los viajes
12	septiembre	Cap. 9, págs. 300-303 - Letras y sonidos ( <b>L y s</b> ) – The letter “g” in sequences other than “ge, gi” in Spanish, Aplicación; 3. The Spanish subjunctive: An introduction
15	septiembre	Cap. 9, págs. 304-307 – Usos generales del subjuntivo, Aplicación; 4. The subjunctive to express influence, Aplicación
17	septiembre	Cap. 9, págs. 308-311 - Aplicación. <b>¿Cuánto saben?</b> ¡Pura vida! Episodio 9
19	septiembre	Cap. 9. págs. 312-316 - Los países caribeños de Sudamérica: Venezuela y Colombia; Páginas - ¡Fiestas colombianas!

22	septiembre	<p><b>Composición 1 – se escribirá en clase</b></p> <p><b>Usted recibirá más información en clase</b></p> <p>Repaso para el examen del capítulo 9</p>
24	septiembre	<p><b>Examen sobre el capítulo 9</b></p>
26	septiembre	<p><b>Capítulo 10 - ¡Tu salud es lo primero!, páginas 318-321</b></p> <p><b>Bolivia y el Paraguay: riquezas por descubrir;</b></p> <p><b>Primera Parte:</b> En el consultorio del médico;</p> <p><b>Vocabulario</b> – Las partes del cuerpo humano</p>
29	septiembre	<p>Cap. 10, págs. 322-325 - Aplicación; 1. Formal commands, Aplicación</p>
1º	octubre	<p>Cap. 10, págs. 326-329 - Aplicación; 2. The subjunctive to express feelings and emotions, Aplicación. <b>¿Cuánto saben?</b></p>
3	octubre	<p>Cap. 10, págs. 330-333 - Perfiles – La medicina tradicional en Bolivia; Mi música – “Viaje” (Octavia, Bolivia);</p> <p><b>Segunda parte:</b> Mejora tu salud; <b>Vocabulario</b> – Los alimentos</p>
6	octubre	<p>Cap. 10, págs. 334-338 - <b>L y s</b> – The consonants <i>r</i> and <i>rr</i>, Aplicación.</p> <p>3. The subjunctive to express doubt and denial</p>
8	octubre	<p>Cap. 10, págs. 339-343 - ; Aplicación. <b>¿Cuánto saben?</b></p> <p>¡Pura vida! Episodio 10</p>
10	octubre	<p>Cap. 10, págs. 344-347 - Bolivia y el Paraguay: riquezas por descubrir; Páginas – “La azucena del bosque” (Mito guaraní)</p> <p>Repaso para el examen del capítulo 10</p>
13	octubre	<p><b>Evaluación oral 1 (usted recibirá más información en clase)</b></p>
15	octubre	<p><b>Evaluación oral 1 (usted recibirá más información en clase)</b></p>
17	octubre	<p><b>Examen sobre el capítulo 10</b></p>

20	octubre	<p><b>Capítulo 11 - ¿Para qué profesión te preparas?, páginas 350-353</b></p> <p><b>El virreinato de la Plata: Argentina y Uruguay;</b></p> <p><b>Primera Parte:</b> El mundo del trabajo;</p> <p><b>Vocabulario</b> – Los oficios y las profesiones</p>
22	octubre	Cap. 11, págs. 354-357 - Aplicación; 1. <i>Tú commands</i> , Aplicación
24	octubre	Cap. 11, págs. 358-361 - Aplicación; 2. The subjunctive and the indicative with adverbial conjunctions, Aplicación
27	octubre	Cap. 11, págs. 362-365 – Aplicación. <b>¿Cuánto saben?</b>
		Perfiles – Los empleos y las recomendaciones; Mi música – “Yo vengo a ofrecer mi corazón” (Fito Páez, Argentina);
29	octubre	Cap. 11, págs. 366-369 - <b>Segunda Parte:</b> En busca de empleo;
		<b>Vocabulario</b> – La búsqueda de empleo;
		<b>L y s</b> – The consonants <i>b</i> and <i>v</i> , Aplicación
<b>30</b>	<b>octubre</b>	<b>Last day to drop a class or withdraw from the University</b>
31	octubre	Cap. 11, págs. 370-374 - 3. The subjunctive with indefinite people and things, Aplicación. <b>¿Cuánto saben?</b>
3	noviembre	Cap. 11, págs. 375-377 - ¡Pura vida! Episodio 11;
		El virreinato de la Plata: Argentina y Uruguay
5	noviembre	Cap. 11, págs. 378-381 - Páginas – “No hay que complicar la felicidad” (Marco Denevi, Argentina)
7	noviembre	<b>Composición 2 – se escribirá en clase</b>
		<b>Usted recibirá más información en clase.</b>
		Repaso para el examen del capítulo 11.
10	noviembre	<b>Examen sobre el capítulo 11</b>

12	noviembre	<p><b>Capítulo 12 – El futuro es tuyo, página 384-387</b></p> <p><b>Los hispanos en los Estados Unidos;</b></p> <p><b>Primera Parte:</b> El impacto de la tecnología;</p> <p>Vocabulario – La computadora y otros aparatos electrónicos</p>
14	noviembre	<p>Cap. 12, págs. 388-392 - Aplicación;</p> <p>1. The past participle, Aplicación</p>
17	noviembre	<p>Cap. 12, págs. 393-397 - Aplicación;</p> <p>2. The present perfect indicative, Aplicación.</p> <p><b>¿Cuánto saben?</b></p>
19	noviembre	<p>Cap. 12, págs. 398-402 - Perfiles – La tecnología y el futuro;</p> <p>Mi música – “Ta bueno ya” (Albita, cubanoamericana)</p> <p><b>Segunda Parte:</b> El medio ambiente: hablan jóvenes;</p> <p><b>Vocabulario</b> – El medio ambiente;</p> <p><b>L y s</b> – The consonants <i>t</i> and <i>d</i>; Aplicación</p>
21	noviembre	<p>Cap. 12, págs. 403-407 - Aplicación; 3. The future tense, Aplicación;</p> <p>4. The conditional tense</p>
24	noviembre	<p>Cap. 12, págs. 408-413 - Aplicación; <b>¿Cuánto saben?</b></p> <p>¡Pura vida! Episodio 12. Los hispanos en Estados Unidos</p>
26	noviembre	<p>Cap. 12, págs. 414-415 - Páginas – <i>Cuando era puertorriqueña</i> (fragmento), (Esmeralda Santiago, Puerto Rico/EE. UU.)</p>
28	noviembre	<p><b>Día feriado – Día de dar gracias – diviértanse sanamente</b></p>
1º	diciembre	<p><b>Evaluación oral 2 (usted recibirá más información en clase)</b></p>
3	diciembre	<p><b>Evaluación oral 2 (usted recibirá más información en clase)</b></p>
5	diciembre	<p>Repaso para el examen final</p>
10	diciembre	<p><b>el miércoles - Examen final, de la 1:00 a las 3:00 de la tarde</b></p>

## COURSE POLICIES

### 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 dark **blue** or **black ink** for all work turned in. **Absolutely no pencil may be used.**

“**MAKEUP EXAMS:** 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 3 days** of the absence.

### DISABILITY SERVICES:

“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](mailto: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 **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."

### 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**."

### 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.”



ANY STUDENT WHO PRACTICES ACADEMIC DISHONESTY IN THIS CLASS WILL BE DISMISSED FROM CLASS, AND HE/SHE WILL RECEIVE AN “F” FOR THE COURSE.

### 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 beyond the third one. For each missed portion of a class (late arrival, leaving early, exiting and re-entering the classroom, etc.) **1 point** will be deducted from your final course grade. A student who is absent for **twelve (12)** days or more will automatically receive an “F” for the course.

**There are a total of 43 class days; plan to be on time; the door will be locked and you will not be allowed to disrupt the class after class has started.**

There are some valid reasons for a student’s absence from class. According to the **Angelo State University Undergraduate Catalog 2014-2015**, the valid reasons include illness, family emergency or participation in an authorized university activity. 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. You must turn in written documentation to justify all excused or make-up assignments.

### ELECTRONIC DEVICE 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; otherwise, they will be confiscated. **ABSOLUTELY NO TEXTING MAY BE DONE DURING CLASS; IF YOU ARE CAUGHT TEXTING, 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 SAME ACTIONS WILL BE TAKEN IF YOUR CELL PHONE RINGS DURING CLASS.**

### Resources:

ACTFL guidelines: <http://www.actfl.org/files/public/Guidelinespeak.pdf>

<http://www.actfl.org>

Standards: [http://www.actfl.org/files/public/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf)

<http://www.vark-learn.com>

**¡BIENVENIDOS! VAMOS A APRENDER ESPAÑOL**

## **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.