SPAN 1301/1302: SPANISH I & II
Department of English & Modern Languages
Angelo State University
Fall 2018

Instructor: Dr. David Faught
Office: A110A
Consultations: MWF 9:00 A.M. – 10:00 A.M.; 11:00 A.M. – 12:00 P.M.
TTh 9:30 A.M. – 11:00 A.M. & by appointment

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COURSE DESCRIPTION

Spanish 1301 and 1302 are beginning Spanish courses designed to provide an introduction to the language and culture of the Spanish-speaking world. 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 exercises. 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 communicate minimally by using isolated words and memorized phrases with reference to a particular context in which the language has been learned. They should be able to ask and answer some direct questions and express themselves in writing mostly in the present tense about familiar objects, their immediate environment and some basic interests. Students should also be able to read and comprehend simple texts on an elementary level. Students should be able to demonstrate an understanding of some of the salient 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 Novice high to Intermediate low to mid level.

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.

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**

**REQUIRED** ¡ARRIBA! COMUNICACIÓN Y CULTURA, 6th ed., by Zayas-Bazán, Bacon and Nibert. either complete hardback text or 2 semester notebook text

**REQUIRED** MySpanishLab Access Kit

**Course Section** CRSKL7F-666173

**ASSESSMENT (FOR EACH OF 1301 AND 1302)**

**Evaluation**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Chapter Exams (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Compositions (2)</td>
<td>10%</td>
</tr>
<tr>
<td>MySpanishLab</td>
<td>25%</td>
</tr>
<tr>
<td>Tertulias (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Work and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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**Exams**

There will be an exam for every chapter covered in this course. Each exam counts 10% of your overall grade. The final exams for the courses are comprehensive in nature, but focus primarily on the current chapter under study at that time. The final exam counts 15%.

**MySpanishLab**

Each student must complete the work included in the textbook pages indicated in this syllabus before coming to class on the specified day. The assigned online exercises from MySpanishLab will be posted on the site, along with their respective due dates (a CODE will be required for access to this material). All MSL material must be submitted before you take the written exam for each chapter in order for it to count. Practice Exams, which are assigned on the MySpanishLab website for each chapter, are due before you take the in-class written Exams. You only have one attempt at these Practice Tests, and you should not open them until you are prepared to complete them, as you can only access them one time.

**Tertulias**

Tertulias are short oral exams. Some may require you to converse with a classmate and some may be individual assessments in which the instructor and the student converse.

**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.

**POLICIES**

**Attendance**

**ATTENDANCE POLICY**

Class attendance is crucial to your success in this course. You are allowed 3 absences for any reason; for every unexcused absence after 3, there is a deduction of 2 points from your final grade. According to the Angelo State University Student Handbook, page 5, 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 more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for twelve times or more will automatically receive an ‘F’.


Student Absence for Observance of Religious Holy Days
If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.

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.

If you have a documented disability
"Persons with disabilities which may warrant academic accommodations must contact the Office of the Dean of Student Life, 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 any of these devices in the classroom will result in dismissal from class.

Blackboard:
This class is listed on BLACKBOARD, also accessible from RamPort. By enrolling is this class students are automatically registered in Blackboard. Students will be able to find links, handouts, and announcements pertaining to this class on Blackboard. It is very important that each student try to access Blackboard as soon as possible. Students will be able to access the reviews for exams here, as well as other specific assignments. Updates and changes to this syllabus, and communication via e-mail will be sent to students from this course management tool.

ASSIGNMENTS

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).

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

Continued on next page.
**SPAN 1301**

**primera semana:**
lunes, 27 ago
martes, 28 ago
miércoles, 29 ago
jueves, 30 ago
viernes, 31ago

**segunda semana:**
lunes, 3 sept
martes, 4 sept
miércoles, 5 sept
jueves, 6 sept
viernes, 7 sept

**tercera semana:**
lunes, 10 sept
martes, 11 sept
miércoles, 12 sept
jueves, 13 sept
viernes, 14 sept

**cuarta semana:**
lunes, 17 sept
martes, 18 sept
miércoles, 19 sept
jueves, 20 sept
viernes, 21 sept

**quinta semana:**
lunes, 24 sept
martes, 25 sept
miércoles, 26 sept
jueves, 27 sept
viernes, 28 sept

**LAST DAY TO DROP**

**sexta semana:**
lunes, 1 oct
martes, 2 oct
miércoles, 3 oct
jueves, 4 oct
viernes, 5 oct

**séptima semana:**
lunes, 8 oct
martes, 9 oct
miércoles, 10 oct
jueves, 11 oct
viernes, 12 oct

**octava semana:**
lunes, 15 oct
martes, 16 oct
miércoles, 17 oct
jueves, 18 oct
viernes, 19 oct

**novena semana:**
lunes, 22 oct
martes, 23 oct
miércoles, 24 oct
jueves, 25 oct
viernes, 26 oct

**décima semana:**
lunes, 29 oct
martes, 30 oct
miércoles, 31 oct
jueves, 1 nov
viernes, 2 nov

**semana 11:**
lunes, 5 nov
martes, 6 nov
miércoles, 7 nov
jueves, 8 nov
viernes, 9 nov

**semana 12:**
lunes, 12 nov
martes, 13 nov
miércoles, 14 nov
jueves, 15 nov
viernes, 16 nov

**semana 13:**
lunes, 19 nov
martes, 20 nov
miércoles, 21 nov
jueves, 22 nov
viernes, 23 nov

**semana 14:**
lunes, 26 nov
martes, 27 nov
miércoles, 28 nov
jueves, 29 nov
viernes, 30 nov

**semana 15:**
lunes, 3 dic
martes, 4 dic
miércoles, 5 dic
jueves, 6 dic
viernes, 7 dic

**SPAN 1302**

**lunes semana:**
Capítulo 5, Texto pp. 150-160
Capítulo 5, Texto pp. 152-160
Capítulo 5, Texto pp. 161-165
Capítulo 5, Texto pp. 161-167
Capítulo 5, Texto pp. 168-173

**décima semana:**
Capítulo 5, Texto pp. 168-176
EXAM #1 – Capítulo 5
In-class composition #1
Capítulo 6, Texto pp. 184-192
Capítulo 6, Texto pp. 193-195
Capítulo 6, Texto pp. 198-205

**semana 11:**
Capítulo 6, Texto pp. 193-205
Capítulo 6, Texto pp. 202-205
Capítulo 6, Texto pp. 206-208
**Oral Exam #1**
EXAM #2 - Capítulo 6

**semana 12:**
Capítulo 7, Texto pp. 216-224
Capítulo 7, Texto pp. 222-227
Capítulo 7, Texto pp. 218-229
Capítulo 7, Texto pp. 230-236
Capítulo 7, Texto pp. 230-236

**semana 13:**
Capítulo 7, Texto pp. 237-240
**EXAM #3 - Capítulo 7, In-class composition #2**
Día feriado
Día feriado

**semana 14:**
Capítulo 8, Texto pp. 248-257
**LAST DAY TO DROP**
Capítulo 8, Texto pp. 250-257
Capítulo 8, Texto pp. 250-261
Capítulo 8, Texto pp. 262-270
Capítulo 8, Texto pp. 266-274

**semana 15:**
Capítulo 8, Texto pp. 276-277
**Oral Exam #2**

**SPAN 1302 FINAL EXAM (Comprehensive for 1302):**
Monday, December 10, 8:00 a.m. to 10:00 a.m.
COMPOSITION 1

See details on page 38 under the “Taller” section.

COMPOSITION 2

Un correo electrónico a un/a amigo/a. Write an email to your friend and tell them about your university experience. Be sure to include all parts of the email A; De: Asunto as indicated on pg. 110.

Include the following information in your message:

¿Cuál es la fecha de hoy? ¿Dónde estás en este momento?
¿Cómo estás? ¿Qué estudias este semestre?
¿Cómo son los profesores? ¿A qué hora son tus clases?
¿Recibes buenas notas (grades)?
¿Qué haces en la universidad? ¿Dónde comes? / ¿Dónde estudias? / etc – at least 2 activities) ¿Te gusta la universidad?
¿Qué vas a hacer mañana?
¿Qué te gusta hacer los fines de semana?

Include a closing statement to end your email. 12 sentences minimum written in email format

ORAL EXAM I

You and a partner will engage in a short conversation (5 minutes) and discuss the items below. Make sure that both have the opportunity to ask and answer questions.

--Greetings (how are you, where are you from, introducing a family member, saying goodbye)
--Things in the classroom and where they are (detrás de, delante de, etc.)
--Colors as adjectives (silla roja, libro rojo) --Date, birthday
--Class schedule (days and times) and classes you are taking --Time/ At what time
--Days of the week --Seasons
--Holidays (Date of Christmas, for example) --How old you are
--What you are like ¿Cómo eres? --Especialización
--Questions with verbs: estudiar, tener, pasar (to spend time), recibir, ser, estar, mandar (to send), hay, gustar, practicar, comer, vivir, beber, llegar, tocar, hacer, ir, ver, comprar, leer, preparar, ayudar, limpiar
--Tener expressions (to be hungry, scared, tired, thirsty, etc.) --norte, sur, este, oeste with Estar --Family (mayor, menor): how many, name and describe --¿Qué haces los fines de semana?

ORAL EXAM 2

The oral exam will be more extensive and will cover the entire course. The exam will be given on an in my office, A110A, and will last about 6 minutes. Below is a list of items that may come up on the exam. It would be impossible to cover all of these, but you will need to prepare them all. NOTE that I will ask you questions using the informal ("tú") form, not the formal.

--Greetings (how are you, where are you from, introducing a family member, saying goodbye)
--Things in the classroom and where they are (detrás de, delante de, etc.)
--Colors as adjectives (silla roja, libro rojo) --Date, birthday
--Class schedule (days and times) and classes you are taking --Time/ At what time
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--Tener expressions (to be hungry, scared, tired, thirsty, etc.) --norte, sur, este, oeste with Estar --Family (mayor, menor): how many, name and describe --¿Qué haces los fines de semana?
SPAN 1302

COMPOSITION 1

Describe your morning routine orally in Spanish. Be as detailed as possible, and be sure to include the following information:
— the time when you wake up
— the time when you get up
— the things (expressed with three reflexive verbs) that you do to get ready in the morning (and mention of at least two personal care products you use along the way, as you mention, at the same time, the activities in which you use those items)
— any other activities you normally do in the morning (do exercise, run, study, clean, etc.; here, you must use two non-reflexive verbs)
— the time when you leave the house/dorm, etc. (salir de la casa, del dormitorio/apartamento, etc.) in the morning

COMPOSITION II

1. REFLEXIVES. Describe your daily routine and the routine of your friend in the present tense. Use 8 different verbs. I’ll be listening for the correct verbs forms as well as the creative use of vocabulary and other structures (feelings, time, chores, sports, food and cooking, etc.)

2. PRETERIT. Describe what you did and what your friend yesterday/last weekend/during spring break or whenever in the past using 8 different verbs. I’ll be listening for the correct “yo” and “ella” forms but also for how you creatively incorporate vocabulary from the course (feelings, time, chores, sports, food and cooking, etc.).

ORAL EXAM I

First part: Describe (in the present tense) a (real or fictitious) typical trip of yours to a nice restaurant. Tell what you order/ask for (include a drink, and a food item from at least three different food categories). Mention the server and what s/he does. Use a sentence with gustar or a verb similar to it to express your opinion of the restaurant and/or what it offers.

Second part: Tell (using the preterit) what you ate for three (different) meals (En el desayuno, etc.) on a recent day. Tell what you drank on one of those occasions as well.

Be ready to answer questions as well.

ORAL EXAM 2

Tell the following about what you used to be like as a child (and what your life was like):
— one aspect of what you used to be like physically
— one aspect of what you used to be like personality-wise
— what activities you used to engage in (or sport/s you used to practice)
— with whom you used to spend time
— what your house (or apartment) used to be like

Be ready to answer questions as well.

This syllabus is subject to change.