Instructor: Dr. Karen CODY
Office: A110G
E-mail: karen.cody@angelo.edu
Office: A110G
Phone: (325) 486-6159

Office Hours: MWF 12h-13h, TR 10h -12h, and by appointment
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. There will be a sign-up sheet on my office
door for appts.

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. (Intercultural competence, including some second language
awareness, will almost certainly be required for success in tomorrow’s world.)

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 learning.

COURSE DESCRIPTION

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 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.”

STUDENT LEARNING OUTCOMES

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)
2. Developing skill in expressing oneself orally or in writing (basic spoken and written communication in the Spanish language)

**Important (I):**
1. Learning fundamental principles, generalizations or theories (Understand mechanisms of both language and culture)
2. 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 or ebook

**REQUIRED**
MySpanishLab Access Kit Course Section CR3KLD9H-668258


RESOURCES


ASSESSMENT OF STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Chapter Exams (3)</td>
<td>30%</td>
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<tr>
<td>Final Exam (comprehensive)</td>
<td>15%</td>
</tr>
<tr>
<td>MySpanishLab</td>
<td>25%</td>
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<tr>
<td>Compositions (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Tertulias / orales (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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**MySpanishLab, Practice Tests and other Homework Assignments**

Each student must complete the work assigned before coming to class on the specified day. The assigned online Student Activities Manual exercises (SAMs) from MySpanishLab will accompany the assigned pages in the text (a CODE will be required for access to this material).

**Oral Evaluations and In-Class Compositions**

The Actividades orales / tertulias (dialogs and/or interviews) are on topics we will have prepared and will be completed at a time you will have signed up for. **THERE WILL BE NO MAKE-UPS.** The Actividades escritas (compositions) are also on topics we will have prepared and will be completed during the regularly scheduled class. **THERE WILL BE NO MAKE-UPS.**

**Capítulo Exams**

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

**Participation**

Class attendance is the first step toward a positive daily activities/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 (there are some graded pop quizzes and activities). 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.

_Syllabus subject to revision._

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
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<td><strong>DATE</strong></td>
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| **Due the day it is listed, so Prepared in advance** 
*Read the pages indicated in the book first (1), then do the activities in the book (2) (using e-links) then do the assigned (machine-graded) SAM exercises (3) at MySpanishLab. (the exercises not assigned—often Instructor graded—as well as those in the text will often be done in class, so the better prepared you are, the better you’ll perform in class)* |
| **primera semana:** | **make an appt to meet with me** |
| lunes, 27 agosto | **Introducción**, check course placement  **VARK** |
| miércoles, 29 | Repaso del material de 1301 |
| viernes, 31 | Repaso del material de 1302 |
| **segunda semana:** | **make an appt to meet with me** |
| lunes, 3 sept | **No hay clases - día feria—Labor Day** |
| miércoles, 5 | Capítulo 9, **Texto pp. 282-288**  ex 01-08 |
| viernes, 7 | Capítulo 9, **Texto pp. 286-292**  ex 09-14 |
| **tercera semana:** | **make an appt to meet with me** |
| lunes, 10 septiembre | Capítulo 9, **Texto pp. 293-295**  ex 15-19 |
| miércoles, 12 | Capítulo 9, **Texto pp. 296-301**  ex 27-33 |
| viernes, 14 | Capítulo 9, **Texto pp. 302-305**  ex 34-40 |
| **cuarta semana:** |  |
| lunes, 17 septiembre | Capítulo 9, **Texto pp. 306-310**  ex 41-44 |
| miércoles, 19 | Capítulo 9, **Texto pp. 311-313**  ex 50-54 |
| viernes, 21 | Capítulo 9, **Texto pp. 313-316**  |
| **quinta semana:** |  |
| lunes, 24 septiembre | Capítulo 9 ¿Cuánto saben?  **Texto pp. 295, 310**  ex 20-24, 45-49 |
| miércoles, 26 | Capítulo 9, Practice Test y Taller  **Texto pp. 316-317** |
| viernes, 28 | Capítulo 9, **EXAM** |
| **sexta semana:** |  |
| lunes, 1oct | Capítulo 10, **Texto pp. 318-323**  ex 01-09 |
| miércoles, 3 oct | Capítulo 10, **Texto pp. 324-326**  ex 10-15 |
| viernes, 5 | Capítulo 10, **Texto pp. 327-329**  ex 16-21 |
| **séptima semana:** |  |
| lunes, 8 oct | Capítulo 10, **Texto pp. 330-336**  ex 29-37 |
| miércoles, 10 | Capítulo 10, **Texto pp. 337-342**  ex 38-44 |
viernes, 12
Capítulo 10, Texto pp. 343-345 ex 50-55

octava semana:
lunes, 15 oct
Capítulo 10, ¿Cuánto saben? Texto pp. 329, 342, 348 Ex 22-26, 45-49, 57
miércoles, 17
Capítulo 10 Practice Test and Oral Evaluation (in office, beyond class time)
viernes, 19
Capítulo 10 EXAM

novena semana:
lunes, 22 oct
mid-semester review Capítulo 11, Texto pp. 350-355 ex 01-08
miércoles, 24
Capítulo 11, Texto pp. 356-358 ex 09-15
viernes, 26
Capítulo 11, Texto pp. 359-363 ex 16-21

décima semana:
lunes, 29 oct
Capítulo 11, Texto pp. 364-369 ex 30-37
miércoles, 31
Capítulo 11, Texto pp. 370-374 ex 38-43
--Last day to Withdraw el 1 de noviembre---
viernes, 2 nov
Capítulo 11, Texto pp. 375-377 ex 48-52

semana 11:
lunes, 5 nov
Capítulo 11, Texto pp.
miércoles, 7
Capítulo 11, ¿Cuánto saben? Texto pp. 363, 374 ex 22-27, 44-47
viernes, 9
Capítulo 11, Practice Test and Taller Texto p 382 ex 54

semana 12:
lunes, 12 nov
Capítulo 11 EXAM
miércoles, 14
Capítulo 12, Texto pp. 384-390 ex 01-06
viernes, 16
Capítulo 12, Texto pp. 391-393 ex 07-10

semana 13:
lunes, 19 nov
Capítulo 12, Texto pp. 394-397 ex 11-15
miércoles, 21
No hay clases - día feria—Thanksgiving
viernes, 23
No hay clases - día feria—Thanksgiving

semana 14:
lunes, 26 nov
Capítulo 12, Texto pp. 398-403 ex 23-32
miércoles, 28
Capítulo 12, Texto pp. 404-406 ex 33-37
viernes, 30
Capítulo 12 Texto pp. 407-410 ex 38-42

semana 15:
lunes, 3 dic
Capítulo 12, Texto pp. 411-413 ex 48-52
miércoles, 5
Capítulo 12, ¿Cuánto saben? Texto pp. 397 ex 16-20, 43-47
viernes, 7
Capítulo 12 Practice Test and Oral Evaluation (in office beyond class time)

COMPREHENSIVE FINAL EXAM— See posted schedule for time and date
8h  miércoles, 12 dic 10h30-12h30
**Syllabus subject to revision.**

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<th>REQUIREMENTS</th>
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**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, creating opportunities for meaningful practice, 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. Sign up on my office door for an appointment if you’re experiencing any difficulties. My specialty is Second Language Learning—I can help you be a successful language learner.

Before coming to class, each student must _first_ review very carefully the pages indicated in the text, _then_ complete the exercises in the text using e-links, and _then_ complete on [MySpanishLab](#) the appropriate exercises accessible in the on-line Student Activities Manual. (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, some may be graded. Other exercises in the text and on [MySpanishLab](#) include audio and video files, tutorials, extra 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 writing skills are not strong._ Your daily class participation grade is important; you learn a foreign language by _doing_ it. Bring your text to every class.

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 3 absences for any reason; for every absence after, there is a deduction of 2 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-half (1/2) absence. According to the Angelo State University Undergraduate Catalog, 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 _immediately after your absence_—within 24 hours of your return—do not wait until the end of the semester. Petition may be emailed at the beginning of the semester. 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 semester with no absences, your lowest assessment/test grade will be dropped (you must take all of them); if you have
1. Absence, the lowest 2 SAM sets will be dropped; if you have 2 absences, 1 will be dropped; if you have 3 absences, there is no absence penalty.

   Students absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for 12 times or more will automatically receive an ‘F’.

   It is very important that you attend each class. In second language learning, we 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. **Class time is critical to practice speaking and listening to the language.** Learning a second language requires constant practice and exchange with others in class.

   **LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL.** If you are a certification candidate, a C or better is required. **IN ADDITION TO OFFICE HOURS OF 6 Spanish instructors, SUPPLEMENTAL INSTRUCTION and TUTORING IS AVAILABLE.**

   **Cell Phone Policy:** Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. **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.**

   “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 ...