Course Description:

Welcome to **Spanish 1302**. This is the sequel to Spanish 1301 designed to continue the introduction to 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.
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.

Learning Outcomes for all Spanish 1302 Courses:

Upon completing Spanish 1302, students will be able to

- begin expressing personal meaning, hold simple conversations, ask and answer simple questions, write short, simple narrations on topics covering basic personal information such as self and family, daily activities, personal preferences, and immediate needs.

- have some oral and written control over regular present tense and emerging control over irregular present as well as past and future time frames.

- read and comprehend slightly more complex texts in more detail.

- communicate important features of the history and culture (perspectives, practices, products) of the Spanish-speaking world.

- communicate in all 3 modes--interpretive, presentational, and interpersonal—at the ACTFL Novice-high to Intermediate-low level.

Idea Form Objectives:

Essential –

#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 –

#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 comprehensive final exam, 2 written compositions, 2 oral evaluations, 4 sets of MySpanishLab chapter activities and practice tests, daily class participation and homework.

Course grade computation:

10% - 2 Tertulias (oral evaluations done in class at pre-scheduled times)
10% - 2 Composiciones (compositions written in class without aids)
25% - 4 sets of MySpanishLab activities and practice tests*
10% - Daily work and class participation**
30% - 3 chapter exams (chapters 5, 6, and 7)
15% - 1 comprehensive final exam***

100% - Total

90-100 = A  80-89 = B  70-79 = C  60-69 =D  59 and below = F

*Specific online assignments from MySpanishLab will be posted on the MySpanishLab site. Each student must complete the work included in the textbook pages indicated in this syllabus and the corresponding MySpanishLab activities, before coming to class on the specified day. To do the online exercises from MySpanishLab each student needs an access code as well as the course section ID. The course section ID for this class is CRSKlx4E686194. The average grade of three (3) attempts of each online activity and the corresponding chapter practice test will be the recorded score for each chapter. All MSL activities may be repeated up to 3 times, as long as they are done before the deadline (day and Central Standard Time). You will only have one attempt at the practice tests. MSL work will be due by 10:00 p.m.
**Daily work** includes MySpanishLab practice tests for chapters 1, 2, 3 and 4, daily quizzes (oral or written), quizzes via Blackboard, online search activities, oral individual or group participation in class, and any homework assigned. Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. Your participation grade is also affected by your attendance, as you cannot participate if you are not in class; no remote control participation is possible.

*** The final exam will include all the material covered in chapter 8 and some material from chapters 5, 6 and 7.

**Resources:**

ACTFL guidelines:


Standards:


http://www.vark-learn.com/
All textbook assignments must be completed before coming to class on the given dates. MySpanishLab assignments must be done as indicated on the website.

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<td>14 / enero</td>
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| 18 / enero | Capítulo 5 (pp. 150-153) ¿Cómo pasas el día?  
América Central II: Costa Rica, Nicaragua, Panamá  
Primera Parte: El arreglo personal;  
Vocabulario – Las actividades diarias |
| 21 / enero | Feriado – en honor a Martin Luther King, Jr.                         |
| 23 / enero | Capítulo 5 (pp. 154-157)  
Aplicación;  
1. Reflexive constructions: pronouns and verbs |
| 25 / enero | Capítulo 5 (pp. 158-161)  
Aplicación;  
2. Comparisons of equality and inequality |
| 28 / enero | Capítulo 5 (pp. 162-165)  
Aplicación;  
¿Cuánto saben? |
| 30 / enero | Capítulo 5 (pp. 166-169)  
Eco voluntariado en Costa Rica;  
“Everybody” (Los Rabanes, Panamá);  
Segunda Parte: Vamos a limpiar;  
Vocabulario – Los quehaceres domésticos |
| 1º / febrero | Capítulo 5 (pp. 170-173)  
Letras y sonidos – The consonant h, and the sequence ch in Spanish;  
Aplicación;  
3. The superlative,  
Aplicación |
| 4 / febrero | Capítulo 5 (pp. 174-177)  
¿Cuánto saben?  
4. The present progressive,  
Aplicación;  
¡Pura vida! – Episodio 5 |
| 6 / febrero | Tertulia #1 – oral evaluations – Times will be assigned                |
| 8 / febrero | Tertulia #1 – oral evaluations – Times will be assigned                |
11 / febrero  Capítulo 5 (pp. 178-181)  La América Central II: Costa Rica, Nicaragua, Panamá; Playa Cacao  Repaso para el examen sobre el capítulo 5

13 / febrero  Examen sobre el capítulo 5

15 / febrero  Capítulo 6 (pp. 184-187)  ¡Buen provecho!  
Chile: Un país de contrastes;  
Primera Parte: ¡Buen provecho!;  
Vocabulario – Las comidas y las bebidas

18 / febrero  Capítulo 6 (pp. 188-191)  Aplicación;  
1. Indirect objects, indirect object pronouns, and the verbs decir and dar;  
Aplicación

20 / febrero  Capítulo 6 (pp. 192-195)  Aplicación;  
2. Gustar and similar verbs,  
Aplicación;  
¿Cuánto saben?

22 / febrero  Capítulo 6 (pp. 196-199)  Tren de la ruta del vino;  
“Ahora” (Alberto Plaza, Chile);  
Segunda Parte: <<Platos fáciles en veinte minutos o menos>>;  
Vocabulario – En la cocina

25 / febrero  Capítulo 6 (pp. 200-203)  The sequences s, z, ce, cill in Spanish,  
Aplicación;  
3. The preterit of regular verbs,  
Aplicación

27 / febrero  Capítulo 6 (pp. 204-207)  Aplicación;  
4. Verbs with irregular forms in the preterit (I),  
Aplicación

1º / marzo  Capítulo 6 (pp. 208-211)  Aplicación;  
¿Cuánto saben?  
¡Pura vida! – Episodio 6;  
Chile: Un país de contrastes

4 / marzo  Composición #1 – To be written in class without any aids

6 / marzo  Capítulo 6 (pp. 212-213)  ¿Eres un gastrosexual?  
¿Conoces a uno?  
Repaso para el examen sobre el capítulo 6

8 / marzo  Examen sobre el capítulo 6
11 a 15 / marzo    Vacaciones de primavera - disfrútenlas

18 / marzo    Capítulo 7 (pp. 216-219)    ¡A divertirnos!
Las islas hispánicas del Caribe: Cuba, Puerto Rico y República Dominicana;
Primera Parte: El fin de semana;    Vocabulario – El tiempo libre

20 / marzo    Capítulo 7 (pp. 220-223)    Aplicación;
1. Irregular verbs in the preterit (II),    Aplicación

22 / marzo    Capítulo 7 (pp. 224-227)    Aplicación;
2. Indefinite and negative expressions,    Aplicación;
¿Cuánto saben?

25 / marzo    Capítulo 7 (pp. 228-231)    Una quinceañera;
“Pégate” (Ricky Martin, Puerto Rico)
Segunda Parte: Actividades deportivas;
Vocabulario – Los deportes y las actividades deportivas

27 / marzo    Capítulo 7 (pp. 232-235)    The sequences ca, co, cu, que, qui, and k in Spanish,
3. Irregular verbs in the preterit (III),
Aplicación

28 / marzo    LAST DROP DATE

29 / marzo    Capítulo 7 (pp. 236-239)    Aplicación;
4. Double object pronouns,    Aplicación

1º / abril    Capítulo 7 (pp. 240-243)    ¿Cuánto saben?
¡Pura vida! – Episodio 7;
Las islas hispánicas del Caribe: Cuba, Puerto Rico y República Dominicana

3 / febrero    Repaso para la evaluación oral y un poco de todo

5 / abril    Tertulia #2 – oral evaluations – Times will be assigned

8 / abril    Tertulia #2 – oral evaluations – Times will be assigned
10 / abril  Capítulo 7 (pp. 244-245) “Entrevista con Ricky Martin, Embajador de Buena Voluntad de la UNICEF”, Estrella
Repaso para el examen sobre el capítulo 7

12 / abril  Examen sobre el capítulo 7

15 / abril  Capítulo 8 (pp. 248-253) ¿En qué puedo servirle?
El reino inca: Perú y Ecuador;
Primera Parte: De compras; Vocabulario – Las compras y la ropa,
Aplicación

17 / abril  Capítulo 8 (pp. 254-257) 1. The imperfect tense of regular and irregular verbs, Aplicación

19 / abril  Capítulo 8 (pp. 258-261) 2. Ordinal numbers, Aplicación;
¿Cuánto saben?
De compras en Perú; “Compañera” (Yawar, Perú)

22 / abril  Capítulo 8 (pp. 262-265) Segunda Parte: ¿Qué hiciste hoy?
Vocabulario – Tiendas y productos personales
The sequences j, ge, gi, and x, Aplicación

24 / abril  Capítulo 8 (pp. 266-270) 3. Preterit versus imperfect;
Study Tips – Distinguishing between the preterit and the imperfect;
Aplicación

26 / abril  Capítulo 8 (pp. 271-274) 4. Impersonal constructions with se;
Aplicación; ¿Cuánto saben?

29 / abril  Composición #2 – To be written in class without any aids

1º / mayo  Capítulo 8 (pp. 275-279) ¡Pura vida! – Episodio 8
El reino inca: Perú y Ecuador;
“Los rivales y el juez” (Ciro Alegría, Perú)

3 / mayo  Repaso para el examen final

8 / mayo  Examen final – 8:00 a 10:00 de la mañana
COURSE POLICIES

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

NOT being in class affects not only your participation grade, but also your final course grade, as you cannot receive participation credit if you are not present!!!!!!

Plan to be on time; the door will be locked and you will not be allowed to disrupt the class after class has started. Exceptions will be made for emergencies.

COMMUNICATION DEVICES:

All pagers, cell phones, or other electronic communication devices must be off and out of sight before entering the classroom; otherwise, they will be confiscated. Use of any of these devices in the classroom will result in dismissal from class. If the device sounds/rings or is in sight, the student will: 1) be asked to leave, 2) be counted absent, and 3) receive an “F” for any work due or done in class that day.

DISABILITY SERVICES:

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.
The Office of Student Affairs 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:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
University Center, Room 112

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."

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

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. Any work done in pencil, or other ink color, will be assigned a grade of “0”.

10
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 2 days of absence. Written documentation is required before any makeup exam is administered.

There are some valid reasons for a student’s absence from class. According to the Angelo State University Undergraduate and Graduate Catalog 2018-2019, http://www.angelo.edu/catalogs/, 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. Upon your return to class, you must turn in written documentation to justify all excused or make-up assignments.

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.”

¡BIENVENIDOS! VAMOS A APRENDER ESPAÑOL.