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 posted in Bb or 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.

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.

Evaluación del curso

25% - 4 Grupos de actividades y pruebas de práctica de los 4 capítulos de MySpanishLab

10% - Tareas diarias (Daily work) y participación en clase

10% - Composiciones / talleres, escritos en clase

30% - 3 Exámenes sobre los capítulos 9, 10, y 11

10% - 2 Evaluaciones orales / tertulias

15% - 1 Examen comprensivo sobre los 4 capítulos cubiertos en clase

100% - Total

The oral evaluations, or “tertulias”, will be oral activities done in class, or during office hours, 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 MySpanishLab practice tests for chapters 1 through 8, any written homework assignments (if hand-written, these must be in dark blue or black ink), unannounced quizzes, Internet research activities, 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.

MySpanishLab assignments will be indicated on the site, accessible from Blackboard external links, or for registration and more information, go to
https://mylabs.px.pearsoned.com/Pegasus/frmLogin.aspx?logout=1&s=3

You will need the course code CRSKLQ9-718111 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 the gradebook and in Blackboard.

Resources:

ACTFL guidelines –


Standards –


http://www.vark-learn.com/
BLACKBOARD:

This course management system will be used for communication between students and instructor. Please access it on a regular basis.

<table>
<thead>
<tr>
<th>Día</th>
<th>Mes</th>
<th>Tarea</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>junio</td>
<td>Información sobre el curso; Repaso del material de 1301; Repaso del material de 1302</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Capítulo 9 – Vamos de viaje, páginas 282 a 286</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Los países caribeños de Sudamérica: Venezuela y Colombia;</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Primera Parte:</strong> De vacaciones;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulario – En el aeropuerto, Aplicación</strong></td>
</tr>
<tr>
<td>4</td>
<td>junio</td>
<td>Cap. 9, págs. 287 a 297 - Aplicación;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <em>Por or Para</em>, Aplicación;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Adverbs ending in <em>-mente</em>, Aplicación;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>¿Cuánto saben?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perfiles – Auyentepuy: Un viaje de aventura;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mi música – “Me enamora” (Juanes, Colombia)</td>
</tr>
<tr>
<td>5</td>
<td>junio</td>
<td>Cap. 9, págs. 298 a 307 - <strong>Segunda parte:</strong> Unos correos electrónicos de Marisela;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulario – Los viajes;</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letras y sonidos (<strong>L y s</strong>) – The letter “g” in sequences other than “ge, gi” in Spanish, Aplicación;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The Spanish subjunctive: An introduction;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usos generales del subjuntivo, Aplicación;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The subjunctive to express influence, Aplicación</td>
</tr>
<tr>
<td>6</td>
<td>junio</td>
<td>Cap. 9, págs. 308 a 315 - Aplicación;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>¿Cuánto saben?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>¡Pura vida! Episodio 9;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Los países caribeños de Sudamérica: Venezuela y Colombia; Páginas - ¡Fiestas colombianas!</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Repaso para la composición y el examen del capítulo 9</strong></td>
</tr>
<tr>
<td>7</td>
<td>junio</td>
<td><strong>Composición 1 – se escribirá en clase.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Usted recibirá más información en clase.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Examen sobre el capítulo 9</strong></td>
</tr>
</tbody>
</table>
10  junio  Capítulo 10 - ¡Tu salud es lo primero!, páginas 318 a 324
Bolivia y el Paraguay: riquezas por descubrir;
Primera Parte: En el consultorio del médico;
Vocabulario – Las partes del cuerpo humano
Aplicación; 1. Formal commands

11  junio  Cap. 10, pág. 325 a 331 - Aplicación;
2. The subjunctive to express feelings and emotions, Aplicación;
¿Cuánto saben?
Perfiles – La medicina tradicional en Bolivia;
Mi música – “Viaje” (Octavia, Bolivia)

12  junio  Cap. 10, pág. 332 a 340 - Segunda parte: ¡Mejora tu salud!
Vocabulario – Los alimentos;
L y s – The consonants r and rr, Aplicación;
3. The subjunctive to express doubt and denial, Aplicación

13  junio  Cap. 10, pág. 341 a 347  Aplicación;
¿Cuánto saben?
¡Pura vida! Episodio 10;
Bolivia y el Paraguay: riquezas por descubrir;
Páginas – “La azucena del bosque” (Mito guaraní)
Repaso para la tertulia y el examen del capítulo 10

14  junio  Evaluación oral 1 (usted recibirá más información en clase)

17  junio  Examen sobre el capítulo 10
Capítulo 11 - ¿Para qué profesión te preparas?, páginas 350 a 353
El virreinato de la Plata: Argentina y Uruguay;
Primera Parte: El mundo del trabajo;
Vocabulario – Los oficios y las profesiones

18  junio  Cap. 11, pág. 354 a 361 - Aplicación;
1. Tú commands, Aplicación;
2. The subjunctive and the indicative with adverbial conjunctions, Aplicación
19  junio  Cap. 11, págs. 362 a 368 - Aplicación; 
¿Cuánto saben? 
Perfiles – Los empleos y las recomendaciones; 
Mi música – “Yo vengo a ofrecer mi corazón” (Fito Páez, 
Argentina); 
**Segunda Parte:** En busca de empleo; 
**Vocabulario** – La búsqueda de empleo; 
**L y s** – The consonants b and v, Aplicación

20  junio  Cap. 11, págs. 369 a 374 - Aplicación; 
3. The subjunctive with indefinite people and things, Aplicación. 
¿Cuánto saben? 

21  junio  Cap. 11, págs. 375 a 381 - ¡Pura vida! Episodio 11; 
El virreinato de la Plata: Argentina y Uruguay 
Páginas – “No hay que complicar la felicidad” (Marco Denevi, 
Argentina) 
Reposo para la composición y el examen del capítulo 11

24  junio  Last day to drop a class or withdraw from the University

24  junio  Composición 2 – se escribirá en clase. 
Usted recibirá más información en clase. 
Examen sobre el capítulo 11

25  junio  Capítulo 12 – El futuro es tuyo, página 384 a 391 
Los hispanos en los Estados Unidos; 
**Primera Parte:** El impacto de la tecnología; 
**Vocabulario** – La computadora y otros aparatos electrónicos, 
Aplicación; 1. The past participle

26  junio  Cap. 12, págs. 392 a 399 - Aplicación; 
2. The present perfect indicative, Aplicación; 
¿Cuánto saben? 
Perfiles – La tecnología y el futuro; 
Mi música – “Ta bueno ya” (Albita, cubanoamericana)
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Acción</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 junio</td>
<td>Cap. 12, págs. 400 a 407 - <strong>Segunda Parte</strong>: El medio ambiente: hablan jóvenes; <strong>Vocabulario</strong> – El medio ambiente; <strong>L y s</strong> – The consonants <em>t</em> and <em>d</em>; Aplicación; 3. The future tense, Aplicación; 4. The conditional tense</td>
</tr>
<tr>
<td>28 junio</td>
<td>Cap. 12, págs. 408 a 415 - Aplicación; <strong>¿Cuánto saben?</strong> ¡Pura vida! Episodio 12. Los hispanos en Estados Unidos Páginas – <em>Cuando era puertorriqueña</em> (fragmento), (Esmeralda Santiago, Puerto Rico/EE. UU.)</td>
</tr>
<tr>
<td>1º julio</td>
<td>Evaluación oral 2 (usted recibirá más información en clase)</td>
</tr>
<tr>
<td>2 julio</td>
<td>Repaso para el examen final</td>
</tr>
<tr>
<td>3 julio</td>
<td>Examen final, de las 8:00 a las 10:00 de la mañana</td>
</tr>
</tbody>
</table>
COURSE POLICIES

ATTENDANCE:

Any student who is absent more than 2 times loses the possibility of receiving an “A” in the course. Four (4) points will be deducted from your final course grade for every absence, excused or not excused, beyond the second one. Each missed portion of a class (late arrival, leaving early, exiting and re-entering the classroom, etc.) will result in 2 points deducted from your final course grade. A student who is absent for six (6) 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.

These devices may not be charged in the classroom.

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 Angelo State University 2017-2018 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. Work submitted done in pencil will receive a grade of “0”.
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 the absence. Witten documentation is required before any make-up 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*, [https://www.angelo.edu/content/files/25772-2018-2019-university-catalog-archive](https://www.angelo.edu/content/files/25772-2018-2019-university-catalog-archive), 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.”

**TITLE IX AT ANGELO STATE UNIVERSITY:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency,
interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.
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 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.