

TEXTO: ¡ARRIBA! COMUNICACIÓN Y CULTURA, 6ª ed., 2017 Re-Release,  
de Zayas-Bazán y Bacon (Access to MySpanishLab is required.)

MySpanishLab Course ID Numbers:

**Section 010 @ 9:00 a.m. – CRSKL73-725206**

**Section 020 @ 11:00 a.m. - CRSKLIW-725207**

HORARIO:

Sección 010, de las 9:00 a las 9:50 de la mañana **AULA:** A125

Sección 020, de las 11:00 a las 11:50 de la mañana **AULA:** A125

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 10:00 a las 11:00 de la mañana; martes y jueves – de las 11:00 de la mañana a las 12:00 de mediodía; a otra hora, por cita previa

***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, posted on Blackboard, or sent via e-mail.***

**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 —taughtll 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 —busyll 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\*\*\*

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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 the **9:00 a.m. class is CRSKL73-725206**, and the one for the **11:00 a.m. class is CRSKLIW-725207**. **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:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking>

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing>

Standards:

[http://www.actfl.org/files/public/StandardsforFLExecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf)

<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.**

**Fecha      Tarea**

**26 / agosto**    Course introduction, oral interview and placement confirmation

**28 / agosto**    Repaso del material de 1301

**30 / agosto**    **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

**2 / sept.**      **Labor Day – día feriado**

**4 / sept.**      Capítulo 5 (pp. 154-157)    **Aplicación;**  
 1. Reflexive constructions: pronouns and verbs

**6 / sept.**      Capítulo 5 (pp. 158-161)    **Aplicación;**  
 2. Comparisons of equality and inequality

**9 / sept.**      Capítulo 5 (pp. 162-165)    **Aplicación;**    ¿Cuánto saben?

- 11 / sept.** Capítulo 5 (pp. 166-169) Eco voluntariado en Costa Rica; “Everybody” (Los Rabanes, Panamá); Segunda Parte: Vamos a limpiar; Vocabulario – Los quehaceres domésticos
- 13 / sept.** Capítulo 5 (pp. 170-173) Letras y sonidos – The consonant *h*, and the sequence *ch* in Spanish; **Aplicación**;  
3. The superlative, **Aplicación**
- 16 / sept.** Capítulo 5 (pp. 174-177) 4. The present progressive, **Aplicación**;  
**¿Cuánto saben?** ¡Pura vida! – Episodio 5
- 18 / sept.** **Tertulia #1 – oral evaluations – Times will be assigned**
- 20 / sept.** **Tertulia #1 – oral evaluations – Times will be assigned**
- 23 / sept.** Capítulo 5 (pp. 178-181) La América Central II: Costa Rica, Nicaragua, Panamá; Playa Cacao  
**Repaso** para el examen sobre el capítulo 5
- 25 / sept.** **Examen sobre el capítulo 5**
- 27 / sept.** **Capítulo 6 (pp. 184-187) ¡Buen provecho!**  
**Chile: Un país de contrastes;**  
Primera Parte: ¡Buen provecho!; Vocabulario – Las comidas y las bebidas
- 30 / sept.** **Capítulo 6 (pp. 188-191) Aplicación;**  
1. Indirect objects, indirect object pronouns, and the verbs *decir* and *dar*; **Aplicación**
- 2 / octubre** **Capítulo 6 (pp. 192-195) Aplicación;** 2. *Gustar* and similar verbs,  
**Aplicación; ¿Cuánto saben?**
- 4 / octubre** **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

<b>7 / octubre</b>	<b>Capítulo 6</b> (pp. 200-203) The sequences <i>s, z, ce, cill</i> in Spanish, <b>Aplicación</b> ; 3. The preterit of regular verbs, <b>Aplicación</b>
<b>9 / octubre</b>	<b>Capítulo 6</b> (pp. 204-207) <b>Aplicación</b> ; 4. Verbs with irregular forms in the preterit (I), <b>Aplicación</b>
<b>11 / octubre</b>	<b>Capítulo 6</b> (pp. 208-211) <b>Aplicación</b> ; <b>¿Cuánto saben?</b> ¡Pura vida! – Episodio 6; Chile: Un país de contrastes
<b>14 / octubre</b>	<b>Composición #1 – To be written in class without any aids</b>
<b>16 / octubre</b>	<b>Capítulo 6</b> (pp. 212-213) ¿Eres un gastrosexual? ¿Conoces a uno? <b>Repaso</b> para el examen sobre el capítulo 6
<b>18 / octubre</b>	<b>Examen sobre el capítulo 6</b>
<b>21 / octubre</b>	<b>Capítulo 7</b> (pp. 216-219) <b>¡A divertirnos!</b> <b>Las islas hispánicas del Caribe: Cuba, Puerto Rico y República Dominicana;</b> Primera Parte: El fin de semana; Vocabulario – El tiempo libre
<b>23 / octubre</b>	<b>Capítulo 7</b> (pp. 220-223) <b>Aplicación</b> ; 1. Irregular verbs in the preterit (II), <b>Aplicación</b>
<b>25 / octubre</b>	<b>Capítulo 7</b> (pp. 224-227) <b>Aplicación</b> ; 2. Indefinite and negative expressions, <b>Aplicación</b> ; <b>¿Cuánto saben?</b>
<b>28 / octubre</b>	<b>Capítulo 7</b> (pp. 228-231) Una quinceañera; “Pégate” (Ricky Martin, Puerto Rico) Segunda Parte: Actividades deportivas; Vocabulario – Los deportes y las actividades deportivas
<b>30 / octubre</b>	<b>Capítulo 7</b> (pp. 232-235) The sequences <i>ca, co, cu, que, qui,</i> and <i>k</i> in Spanish, <b>Aplicación</b> ; 3. Irregular verbs in the preterit (III), <b>Aplicación</b>

**31 / octubre**      **LAST DROP DATE**

- 1º / nov.      **Capítulo 7** (pp. 236-239)      **Aplicación**;  
4. Double object pronouns,      **Aplicación**
- 4 / nov.      **Capítulo 7** (pp. 240-243)      **¿Cuánto saben?**  
¡Pura vida! – Episodio 7;  
Las islas hispánicas del Caribe: Cuba, Puerto Rico y República Dominicana
- 6 / nov.      **Tertulia #2 – oral evaluations – Times will be assigned**
- 8 / nov.      **Tertulia #2 – oral evaluations – Times will be assigned**
- 11 / nov.      **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
- 13 / nov.      **Examen sobre el capítulo 7**
- 15 / nov.      **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**
- 18 / nov.      **Capítulo 8** (pp. 254-257)      1. The imperfect tense of regular and irregular verbs,      **Aplicación**
- 20 / nov.      **Capítulo 8** (pp. 258-261)      2. Ordinal numbers,      **Aplicación**;  
**¿Cuánto saben?**  
De compras en Perú; “Compañera” (Yawar, Perú)
- 22 / nov.      **Capítulo 8** (pp. 262-265)      Segunda Parte: ¿Qué hiciste hoy?  
Vocabulario – Tiendas y productos personales  
The sequences *j*, *ge*, *gi*, and *x*,      **Aplicación**



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

**27 a 29 / noviembre      Vacaciones del Día de Dar Gracias - disfrútenlas**

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

4 / dic.      **Composición #2 – To be written in class without any aids**  
**Capítulo 8** (pp. 275-279)    ¡Pura vida! – Episodio 8  
El reino inca: Perú y Ecuador;  
“Los rivales y el juez” (Ciro Alegría, Perú)

6 / dic.      **Repaso final**

**11 / diciembre      Examen final –**  
**Sección 010 – de las 8:00 a las 10:00 de la mañana**  
**Sección 020 – de las 10:30 de la mañana a las 12:30 de la tarde**

## 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](mailto: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 will be assigned 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 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.”

#### **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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)  
**Face to Face:** Mayer Administration Building,  
Room 210  
**Phone:** 325-942-2022  
**E-Mail:** michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**¡BIENVENIDOS! VAMOS A APRENDER ESPAÑOL.**