This syllabus is subject to revision/re-posting on Blackboard; and changes regarding class matters may be posted on Blackboard and/or communicated orally in class or in writing via e-mail. The student is responsible for any changes thus communicated.)

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Office: A110F Phone: (325) 486-5471
Consultations: Mondays, Wednesdays, and Fridays from 11-12:00 and 3-3:45 p.m.; Tuesdays and Thursdays from 3:15-3:45 p.m.; & by appointment (if I ever have to be absent or change any of my office hours, I will notify you via a Blackboard-generated email)

COURSE DESCRIPTION

This course is designed to help third-year students better understand some of the more difficult grammatical concepts as well as increase the accuracy with which students apply them in their written expression. In order to more closely approximate educated native speech students will learn to correctly utilize idiomatic expressions, words with more than one Spanish equivalent, and Spanish words with more than one meaning in English. Grammar as related to composition. Prerequisite: successful completion of Spanish 2312.

LEARNING OUTCOMES

To continue to effectively communicate in Spanish with a high rate of accuracy using the present and past tenses in the indicative mood; the present and imperfect subjunctive; the imperative; and the perfect tenses. To also master the progressive tenses; the future and conditional tenses; the perfect tenses in the subjunctive mood; and impersonal, passive, reciprocal, and unplanned occurrence constructions. To effectively review ser and estar, as well as por and para. To incorporate native expressions into everyday speech and expand mastery of Spanish lexicon in order to augment communicative skills. To perform at the advanced level, as defined by the Spanish TOPT standards and which state: “The advanced speaker is able to satisfy the requirements of everyday situations and routine school and work requirements. He or she can handle with confidence, but not with facility, complicated tasks and social situations, such as elaborating, complaining, and apologizing.

The advanced speaker can narrate and describe with some details, linking sentences together smoothly. He or she can communicate facts and talk casually about topics of
current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as filling pauses, stalling, and using different rates of speech. Circumlocution that arises from vocabulary or syntactic limitations very often is quite successful, although some groping for words may be evident. The Advanced-level speaker can be understood without difficulty by most native speakers of the language.”

IDEA FORM OBJECTIVES

Essential (E)

1. Gaining factual knowledge (terminology, classifications, methods, trends) [vocabulary, linguistic terminology, verb classifications] and learning fundamental principles, generalizations, or theories [examples: the differences between preterit and imperfect, por and para, the indicative and the subjunctive]

8. Developing skill in expressing oneself orally or in writing [advanced spoken and written communication in Spanish]

Important (I)

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course [skills needed to be an educator, translator or business person]

TEXTS

MySpanishLab on-line workbook to accompany 3rd edition of ¡Anda! Curso Intermedio. (code is purchased with text bundle in bookstore)
ASSESSMENT / METHODS OF ASSESSING LEARNING OUTCOMES

Evaluation

Exams (3) 45% MySpanishLab 20%

Essays (4) 15% Oral Exam 10%

Quizzes 10%

Exams

During the course of the semester there will be 3 exams (one after every other chapter; the chapters to be covered are 7-12). The final exam (Exam 3) will cover Chapters 11-12; Chapter 12 features (and, therefore, the final will also [accordingly] test,) vocabulary and grammatical concepts from the entire course. Exams will assess students' progress in the following areas: aural comprehension, reading comprehension, mastery of target lexical items (vocabulary) and grammatical concepts. Writing and oral progress will be assessed separately.

Essays, Blackboard, Changes/Announcements

The writing component of the course is designed to help students in Spanish 3310 and help them prepare for the composition section of the departmental exit exam as well as the state standards test for those who pursue teaching certification. The four essay assignments are based on topics to be announced. Instructions on how to complete these assignments, as well as stipulations/requirements concerning them, will be posted on Blackboard (students will be required to do a daily check of the Blackboard [Bb] section of this class on http://blackboard.angelo.edu, and of their ASU e-mail, in order to know much important class information; and students will also be responsible for any changes or information announced in class). All essays will be written during class time (approximately the first thirty minutes). No essays will be accepted outside of class or via e-mail. The dates on which the in-class essays will be written are indicated on the course schedule.

Quizzes

There will be announced as well as unannounced quizzes on the material to be read or studied for the day (or over structures/vocabulary already covered). These will be short quizzes (each worth 20 points) administered with certain frequency. These serve to review material recently studied or to motivate students to study/memorize assigned vocabulary/verbs/conjugations before coming to class to practice. Generally, there will
be one quiz a week (maximum), and the lowest two quiz scores for each student will be dropped.

MySpanishLab

Students who have completed any lower-division Spanish course at ASU should be familiar with MySpanishLab. Assignments for this course will be made and must be completed on time for the student to receive credit for doing them. Please note that MySpanishLab assignments count for 20% of the course grade.

Oral Exam

Paired oral practice will be an important component of the course and will help students prepare for the end-of-term oral exam, which will be conducted in the instructor’s office (not during class time) on a one-on-one basis. Emphasis will be placed on the ability to narrate in major time frames (such as past, requiring the use of the preterit and imperfect; present; and future), describe, use the subjunctive and indicative moods correctly as well as incorporate new vocabulary, grammar learned in the course, and new expressions. Students will be asked to respond to prompts (presentational mode) and to engage in conversation.

POLICIES

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.

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....

Prerequisite for 3302
Successful completion of Spanish 2312 or credit by examination

Instructor & Student Roles; Learner Factors; Recommendations For Learners: 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.

The way you learn a language is influenced by individual learner factors such as sensory modalities (e.g., visual, auditory, kinesthetic), social preferences (group/independent), cognitive styles (e.g., impulsiveness/ reflection), flexibility/inflexibility, motivation, speed, systematic learning /intuitiveness, tolerance of ambiguity, attitude and aptitude.

If you have taken foreign language classes at another institution check with the Department of English and Modern Languages on the transferability of these language courses.

MySpanishLab and Homework Assignments: Each student must complete the work assigned on Blackboard before coming to class on the specified day. The assigned online exercises from MySpanishLab will be posted on the site (http://www.pearsonmylabandmastering.com/northamerica/mylanguagelabs/) (on the calendar, along with their respective due dates and times (a code will be required for access to this material—for us, it is CRSKL87-768329 ). Handouts (and information on oral as well as written assessments) will be posted in chapter-specific folders on Blackboard (http://blackboard.angelo.edu); it is important that you have the right handout(s) in class on the day it is/they are needed (and to have handout answers prepared when such an assignment is made on Blackboard beforehand).

Exit Exam for Graduating Students: Please see the department secretary for dates and times for the exam.

Attendance, Make-ups, Use of Electronic Devices: Students are allowed two unexcused absences; for every unexcused absence after that, the student’s final course grade will drop three points. Students missing class 9 times or more will receive an ‘F’ for excessive absences. Each tardiness and each exit from class affects (proportionally) the credit implied for a day’s attendance; and three exits from class will equal one absence. According to the Angelo State Student Handbook, valid reasons for an absence include illness, family emergency, participation in an authorized university activity, or observance of a religious holy day. If you have one of these valid reasons, it is your responsibility to provide documentation to excuse the absence. Otherwise, no late assignments (or make-ups, if someone fails to show up for a scheduled one) can be arranged/accepted.

Students who must miss an exam (or other assessment) are not eligible automatically for a make-up assessment, 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 (quiz, oral evaluation, or essay). If it is not possible to
notify me before the excused absence, you must notify me within 24 hours of the scheduled exam/other assessment (quiz, oral evaluation or essay). Whether you inform me beforehand or within 24 hours, you are still required to check with me after class the day of your excused absence to see if there was a quiz (in order to be eligible for a makeup). Make-up exams (and other assessments) 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.

Please contribute to a successful learning environment in class by arriving promptly and refraining from disrupting the class. Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. Use of these devices after class starts will result in the forfeiting of implied credit for that day’s attendance (and could also result in dismissal from class). Also, there is no laptop use allowed during class. Bring your text (or needed eText pages) each day.

Student 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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is: Ms. Dallas A. Swafford, Director of Student Disability Services, Houston Harte University Center 112, 325-942-2047, dallas.swafford@angelo.edu.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning
that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
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.

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

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Conduct Policies

Academic Integrity: Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. The College of Arts and Humanities adheres to the Statement of Academic Integrity. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question. All homework, class assignments, and exams, unless otherwise instructed by the professor, must be done individually without the help of any other person or material. Essays copied from books, magazines, the Internet or any other source will not be given any credit.

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc.,
and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or
your papers, it is unacceptable to copy word-for-word without quotation marks and the
source of the quotation. It is expected that you will summarize or paraphrase ideas
giving appropriate credit to the source both in the body of your paper and the reference
list. Papers are subject to be evaluated for originality via Turnitin. Resources to help
you understand this policy better are available at the ASU Writing Center.

Copyright Policy: Students officially enrolled in this course should make only one printed
copy of the given articles and/or chapters. You are expressly prohibited from distributing
or reproducing any portion of course readings in printed or electronic form without
written permission from the copyright holders or publishers.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these
documents:
• Angelo State University Student Handbook
• Angelo State University Catalog

Resources

ACTFL guidelines

Standards
https://www.actfl.org/publications/all/world-readiness-standards-learning-languages
http://www.vark-learn.com/
http://www.laits.utexas.edu/spe/index.html

Miscellaneous (Additional) Policies and Announcements:

1. Please remember to write clear, distinctive letters on your exams and all other written
work in order to receive credit for your answers. Printing is preferable.

2. Instead of accepting alternate answers on tests, I will grade the first one I come to.

3. There are no test postponements for individuals.

4. MSL Activities for Credit: Follow the directions found along with your access key to
the text (and, at the appropriate time, enter the course code mentioned in this
syllabus) in order to access the activities that are on
http://www.pearsonmylabandmastering.com/northamerica/my languagelabs/ (and please purchase an access key separately if it does not come with your book). Many SAM (Student Activities Manual) and other MSL exercises (per chapter) will be assigned for credit (and the results will appear in my grade book in MSL). Credit will be granted for every for-credit exercise that you do on or before the due date/time (according to the calendar on MSL, as I assign activities on it) with a 70% grade or higher. You are responsible for making sure your MSL calendar clock is set to Central U.S. Time (both before and after time changes). (Click on “My Profile” to do/check that.) Each activity will weigh equally within the percentage of the grade set aside for MSL assignments; again, some may be non-SAM MSL exercises. ALL WORK DONE (on all exercises of all types) must be your original work (in compliance with ASU’s Honor Code). For-credit assignments will go beyond the probing of the expected skill (writing), and also involve reading, culture, and listening.

5. Students will be responsible for all information or changes announced during their absences.

6. Help outside of class: I find http://www.studyspanish.com a useful source of outside help. You can also, of course, see me in the office for help with the course. I also plan to give you a handout that contains a couple of lists of language learning strategies (find the ones that fit your learning style, and make use of them). There will also be Tutor Center tutoring. I will post/send/give you information on that.

This syllabus is subject to change; changes will be posted on BLACKBOARD (in specific assignment entries in the “Assignments” tab, which is where assignments are normally posted [always look there for assignment-related information before looking for MSL assignments on the MSL calendar] or announced in e-mails to the class; then the online copy of the syllabus will be corrected and re-posted (where it is normally posted, which is on Blackboard). By the way, you will need to watch assignment posts/entries for pages to have in class on certain days besides the ones listed below (some grammar topics need to be introduced ahead of time using those pages mentioned on Blackboard, to prepare the class for doing MSL exercises on them).

3302 SCHEDULE

Fecha Páginas del Texto/Examen, Etcétera

<p>| semana 1   |
|-----------------|-----------------|
| martes, 14 de enero | Introducción, Repaso |
| jueves, 16 de enero | Cap. 7-pgs. 300-310 |</p>
<table>
<thead>
<tr>
<th>Semana</th>
<th>Lunes, 21 de enero</th>
<th>Cap. 7-pgs. 311-319</th>
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<tbody>
<tr>
<td></td>
<td>Martes, 21 de enero</td>
<td>Cap. 7-pgs. 324-329</td>
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<td>Semana 3</td>
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<td>Martes, 28 de enero</td>
<td>Cap. 7-pgs. 330-339</td>
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<td>Jueves, 30 de enero</td>
<td>Cap. 8-pgs. 340-349; <strong>ENSAYO 1</strong></td>
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<td>Semana 4</td>
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<tr>
<td>Martes, 4 de febrero</td>
<td>Cap. 8-pgs. 350-360</td>
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<td>Jueves, 6 de febrero</td>
<td>Cap. 8-pgs. 361-372</td>
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<td>Semana 5</td>
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<tr>
<td>Martes, 11 de febrero</td>
<td>Cap. 8-pgs. 373-381</td>
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<td>Jueves, 13 de febrero</td>
<td>Cap. 8-pgs. 382-391</td>
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<td>Semana 6</td>
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<td><strong>Martes, 18 de febrero</strong></td>
<td><strong>EXAMEN 1</strong></td>
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<td><strong>Jueves, 20 de febrero</strong></td>
<td>Cap. 9-pgs. 392-398</td>
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<td>Semana 7</td>
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<tr>
<td>Martes, 25 de febrero</td>
<td>Cap. 9-pgs. 399-407</td>
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<tr>
<td><strong>Jueves, 27 de febrero</strong></td>
<td>Cap. 9-pgs. 408-416; <strong>ENSAYO 2</strong></td>
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semana 8

martes, 3 de marzo  Cap. 9-pgs. 417-427
jueves, 5 de marzo  Cap. 9-pgs. 428-437

Vacaciones—el 10, el 12, el 17 y el 19 de marzo

NEW ANNOUNCEMENT AS OF 3/22/2020: for class matters (including assignment details) related to the period after spring break in more precise detail, continue to check (daily) Blackboard and your ASU e-mail. I will post all material for each class day and then send a Blackboard announcement and accompanying e-mail once it is all in place (wait until those are received to see all of that). I will post details of assessments (exams, compositions, and orals) with the same amount of advance notice as before. Dates of assessments, as shown below, are unchanged.

semana 10

martes, 24 de marzo  Cap. 10 (vean Blackboard para leer más detalles)
jueves, 26 de marzo  Cap. 10 (vean Blackboard para leer más detalles); (el veintiséis de marzo es el último día para dejar la clase; si eso cambia, les informaré)

semana 11

martes, 31 de marzo  Cap. 10 (vean Blackboard para leer más detalles)
jueves, 2 de abril  Repaso, Cap. 10 (vean Blackboard para leer más detalles)

semana 12

martes, 7 de abril  EXAMEN 2
jueves, 9 de abril  Cap. 11 (vean Blackboard para leer más detalles)
semana 13
martes, 14 de abril Cap. 11 (vean Blackboard para leer más detalles)
jueves, 16 de abril Cap. 11 (vean Blackboard para leer más detalles)

semana 14
martes, 21 de abril Cap. 11 (vean Blackboard para leer más detalles); ENSAYO 4
jueves, 23 de abril Cap. 12 (vean Blackboard para leer más detalles; EXAMEN ORAL

semana 15
martes, 28 de abril Cap. 12-pgs. (vean Blackboard para leer más detalles)
jueves, 30 de abril Cap. 12-pgs. (vean Blackboard para leer más detalles)

EXAMEN FINAL—El 5 de mayo (martes) desde la 1:00 hasta las 3:00 de la tarde