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 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.”
Students should 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. Orally and in writing, they should have better control over regular and irregular present-tense verb forms as well as past and future time frames. Students should be able to read and comprehend more complex texts in greater detail. Students should be able to communicate important features of the history and culture (perspectives, practices, products) of the Spanish-speaking world. Upon completion of the course, students should be able to communicate in all 3 modes—interpretive, presentational, interpersonal—at the ACTFL Intermediate low to mid level.

---

**COURSE OBJECTIVES/LEARNING OUTCOMES**

Students should 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. Orally and in writing, they should have better control over regular and irregular present-tense verb forms as well as past and future time frames. Students should be able to read and comprehend more complex texts in greater detail. Students should be able to communicate important features of the history and culture (perspectives, practices, products) of the Spanish-speaking world. Upon completion of the course, students should be able to communicate in all 3 modes—interpretive, presentational, interpersonal—at the ACTFL Intermediate low to mid 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)

---

**INSTRUCTOR & STUDENT ROLES**

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.

Before coming to class, each student must first review very carefully the pages indicated in the text, and then complete on MySpanishLab (MSL) 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. Other exercises in the text and on MySpanishLab include audio and video files, tutorials, extra practice exercises,
and practice tests on-line. Your daily class participation grade is important; you acquire a foreign language by doing it. Bring your text (or the printed eText pages that are needed) to every class.

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.

We recommend that you take successive semesters of study, hence don’t skip a semester or even a year! In order to continue to the next class you need a C or better. Don’t delay taking a foreign language until your junior/senior year. The earlier you start learning a foreign language, the easier it will be for you.

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.

**TEXTS**


MySpanishLab Access Kit Course Section ID (it will be included within first assignment entry on Blackboard)

**ASSESSMENT/METHODS OF ASSESSING LEARNING OUTCOMES**

**Evaluation**
- Chapter exams (Chapters 9-11) (3) 30%
- MySpanishLab (MSL) Chapter Averages (4) 25%
- Participation, Daily Activities/Homework 10%
- In-class Compositions (2) 10%
- Oral Evaluations (2) 10%
- MySpanishLab (MSL Practice Tests and regular MSL activities comprise the 25%)
- Final Exam (with comprehensiveness) 15%

**Exams**
There will be an exam for every chapter covered in this course. Each exam prior to the final counts 10% of your overall grade. The final exams for the courses are somewhat comprehensive in nature (more details on that to be announced later), but still focus more on the final chapter.

**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/mylanguage labs/), along with their respective due dates and times (a CODE will be required for access to this material—for us it will be posted within the first assignment entry of the semester, on Blackboard, “Assignments” tab). Handouts will be posted in chapter-specific folders; it is important for your “Daily Activities/Homework” portion of the grade 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).
Practice Exams
MSL Practice Exams, which are assigned on the MySpanishLab website for each chapter, are due when the MSL calendar will indicate (for each chapter) (which will be before the in-class exam).

Oral Evaluations and In-Class Compositions
The oral evaluations are held in my office (not during class time, but at times you will have signed up for or agreed to by some other means). The compositions are written in class (and, like the orals, evaluated for a grade). We do have class on days of scheduled orals.

Participation
Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. In addition, the participation grade is also affected by your attendance, as you cannot participate if you are not in class.

Attendance
Attendance is implied within the daily activities/class participation portion of the grade. Class attendance is crucial to your success in this course. Students are allowed three unexcused absences; for every unexcused absence after that, the student’s final course grade will drop two points. Students missing class 12 times or more will receive an ‘f’ for excessive absences. Each tardiness (or exit + re-entry) brings a reduction (according to the portion/proportion of class missed) in this portion of the grade; and each unexcused early departure will be counted as one-third (1/3) of an absence. (Also see the cell phone policy for another important statement that affects attendance.) According to the Angelo State University 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 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. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

It is very important that you attend each class. In a foreign language class, we usually 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. Also: remember that class time is one of the few chances you have to practice speaking and listening to the language. Learning a second language requires constant practice and exchange with others.

Cell Phone Policy
Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. Use of these devices during class will result in a daily grade of zero (invalidating that day’s attendance and credit for participation or for a handout brought or done, as assigned) (and could also result in dismissal from class). Make sure they are put away during class time. Also, there is no laptop use allowed during class.

Make-up work, etc.
Students who must miss an exam (or other assessment) 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 (or other assessment) when it is scheduled, you may make it up. If possible,
you should notify me **BEFORE** the exam/other assessment (oral evaluation or composition). If it is not possible to notify me before the absence, you must notify me within 24 hours of the scheduled exam/other assessment (oral evaluation or composition). Make-up exams 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.

**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](http://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](http://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.

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

Blackboard

This class is listed on BLACKBOARD (http://blackboard.angelo.edu). By enrolling in this class students are automatically registered in BLACKBOARD. Students will be able to find assignments (made every class day for the next), links, handouts (in chapter-specific folders), course information (such as a copy of the syllabus), and announcements (normally placed in the “Assignments” tab within normal assignment entries) pertaining to this class on BLACKBOARD. It is very important that each student access BLACKBOARD as soon as possible, and each student is responsible for checking Blackboard and his/her ASU e-mail daily (as I will communicate with the class from BLACKBOARD). Students will be able to access information regarding assessments (test details handouts, setups of oral evaluations and of compositions) here, as well as the previously-mentioned specific class day-to-class day assignments.
Projected Calendar:

*Read the assignment entry and the pages indicated in the book first (and do whatever may be indicated in the assignment entry that is not MySpanishLab-related); then do the assigned exercises on the MySpanishLab calendar (These are not indicated on the syllabus, but are assigned on MySpanishLab).*

**primera semana:**
lunes, 13 de enero  Introducción; repaso
miércoles, 15 de enero  Repaso del material de 1301
viernes, 17 de enero  Repaso del material de 1302; Capítulo 9 (Primera Parte)

**segunda semana:**
lunes, 20 de enero  Día Feriado (Holiday) (Dr. Martin Luther King, Jr. Day)
miercoles, 22 de enero  Capítulo 9 (Primera Parte)
viernes, 24 de enero  Capítulo 9 (Primera Parte)

**tercera semana:**
lunes, 27 de enero  Capítulo 9 (Primera Parte)
miercoles, 29 de enero  Capítulo 9 (Primera Parte)
viernes, 31 de enero  Capítulo 9 (Segunda Parte)

**cuarta semana:**
lunes, 3 de feb.  Capítulo 9 (Segunda Parte)
miercoles, 5 de feb.  Capítulo 9 (Segunda Parte)
viernes, 7 de feb.  Capítulo 9 (Segunda Parte)

**quinta semana:**
lunes, 10 de feb.  In-Class Composition, Capítulo 9 (Segunda Parte/Nuestro Mundo)
miércoles, 12 de feb.  Examen (Capítulo 9)
viernes, 14 de feb.  Capítulo 10 (Primera Parte)

**sexta semana:**
lunes, 17 de feb.  Capítulo 10 (Primera Parte)
miercoles, 19 de feb.  Capítulo 10 (Primera Parte)
viernes, 21 de feb.  Capítulo 10 (Primera Parte)
séptima semana:
lunes, 24 de febrero  Capítulo 10 (Primera Parte/Segunda Parte)
miércoles, 26 de feb. Capítulo 10 (Segunda Parte)
viernes, 28 de feb. Capítulo 10 (Segunda Parte)

octava semana;
lunes, 2 de marzo  Capítulo 10 (Segunda Parte)
miércoles, 4 de marzo  Capítulo 10 (Segunda Parte/Nuestro Mundo), Oral Evaluation (in office, beyond class time)
viernes, 6 de marzo  Examen (Capítulo 10)

VACACIONES DE PRIMAVERA (el 9, el 11, 13, 16, 18 y 20 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.

décima semana:
lunes, 23 de marzo  Capítulo 11 (for more details, see Blackboard)
miércoles, 25 de marzo  Capítulo 11 (for more details, see Blackboard)
(last day to withdraw—March 26; if this changes, see Blackboard announcements for word of new withdrawal date)
viernes, 27 de marzo  Capítulo 11 (for more details, see Blackboard)

semana 11:
lunes, 30 de marzo  Capítulo 11 (for more details, see Blackboard)
miércoles, 1.º de abril  Capítulo 11 (for more details, see Blackboard)
viernes, 3 de abril  Composition, Capítulo 11 (for more details, see Blackboard)

semana 12:
lunes, 6 de abril  Examen (Capítulo 11)
miércoles, 8 de abril  Capítulo 12 (for more details, see Blackboard)
viernes, 10 de abril  Spring Holiday (unless not approved)

semana 13:
lunes, 13 de abril  Capítulo 12 (for more details, see Blackboard)
miércoles, 15 de abril  Capítulo 12 (for more details, see Blackboard)
viernes, 17 de abril  Capítulo 12 (for more details, see Blackboard)

semana 14:
lunes, 20 de abril  Capítulo 12 (for more details, see Blackboard)
miércoles, 22 de abril  Capítulo 12 (for more details, see Blackboard)
viernes, 24 de abril  Capítulo 12 (for more details, see Blackboard)

semana 15:
lunes, 27 de abril  Capítulo 12 (for more details, see Blackboard)
miércoles, 29 de abril  Capítulo 12 (for more details, see Blackboard), Oral Evaluation
viernes, 1.° de mayo  El resto del Capítulo 12, Repaso para el Examen Final
COMPREHENSIVE FINAL EXAM—

Monday, May 4th, from 1:00 p.m. to 3:00 p.m.

(details of the extent of comprehensiveness, and on which sections will have a comprehensive nature, will be revealed in the Chapter 12 test details (which will either be posted in a handout [or in an assignment entry] on Blackboard).

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 found within the first Blackboard assignment post) in order to access the activities that are on http://www.pearsonmylabandmastering.com/northamerica/mylanguagelabs/ (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. No late assignments are accepted. (To accommodate the occasional technical problems, these exercises are a completion grade; but the better your results, the better your performance in class and on tests.) Please note that completed MySpanishLab exercises account for 25% of your final grade. Do not allow yourself to fall behind at any time. 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.

I LOOK FORWARD TO A PROFITABLE, ENJOYABLE SEMESTER WORKING WITH YOU!