Instructor: Dr. Karen CODY
Office: A110G
E-mail: karen.cody@angelo.edu
Phone: (325) 486-6159
Office Hours: MWF 8-11 a.m., TR 9:30 -11 a.m., 12:30-2 p.m. & by appt

Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or if you have any other questions regarding the class. You are most likely to make contact by e-mail. I expect everyone to meet me during office hours at least twice, the earlier in the semester, the better. There will be a sign-up sheet on my office door for appts.

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. (Intercultural competence, including some second language awareness, will almost certainly be required for success in tomorrow’s world.)

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....

My personal and professional goals: to heighten awareness of the role of language in society; to encourage exploration of various learning models in second language learning.

COURSE DESCRIPTION

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 exercises. 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.”

STUDENT LEARNING OUTCOMES

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.
### IDEA FORM OBJECTIVES

**Essential (E):**
1. Gaining factual knowledge (terminology, classifications, methods, trends) (Spanish vocabulary, grammatical structure, and culture)
2. Developing skill in expressing oneself orally or in writing (basic spoken and written communication in the Spanish language)

**Important (I):**
3. Learning fundamental principles, generalizations or theories (Understand mechanisms of both language and culture)
4. Learning to apply course material (to improve thinking, problem solving, and decisions)

### TEXTS

**REQUIRED**  
¡ARRIBA! COMUNICACIÓN Y CULTURA, 6th ed., by Zayas-Bazán, Bacon and Nibert.  
either complete hardback text or 2 semester notebook text or ebook

**REQUIRED**  
MySpanishLab Access Kit  
Course Section CRSKLQC-769625


### RESOURCES

[http://www.coerll.utexas.edu/coerll/materials](http://www.coerll.utexas.edu/coerll/materials)  

### ASSESSMENT OF STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Chapter Exams (3)</td>
<td>30%</td>
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<tr>
<td>Final Exam (comprehensive)</td>
<td>15%</td>
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<tr>
<td>MySpanishLab</td>
<td>25%</td>
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<tr>
<td>Compositions (2)</td>
<td>10%</td>
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<tr>
<td>Tertulias / orales (2)</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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*MySpanishLab, Practice Tests and other Homework Assignments*

Each student must complete the work assigned before coming to class on the specified day. The assigned online Student Activities Manual exercises (SAMs) from MySpanishLab will accompany the assigned pages in the text (a CODE will be required for access to this material).

*Oral Evaluations and In-Class Compositions*

The Actividades orales / tertulias (dialogs and/or interviews) are on topics we will have prepared and will be completed at a time you will have signed up for. **THERE WILL BE NO MAKE-UPS.** The Actividades escritas (compositions) are also on topics we will have prepared and will be completed during the regularly scheduled class. **THERE WILL BE NO MAKE-UPS.**

*Capítulo Exams*

The exámenes (exams) will contain both oral and written cues (and cultural content) similar to exercises either in the text or in the MySpanishLab exercises. **THERE WILL BE NO MAKE-UP EXAMS.**

*Participation*

Class attendance is the first step toward a positive daily activities/participation grade, but there are also other factors. Active participation, taking initiative, and speaking Spanish in class will favorably impact your daily grade. It will also help your daily grade if you come to class prepared (there are some graded pop quizzes and activities).
This means you will have done your preparation in the textbook, online, and anything else I might assign. Everyone starts with an 80% participation grade. It is then up to you to raise that grade by your stellar participation or to lower it accordingly.

**Syllabus subject to revision.**

<table>
<thead>
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<th>ASSIGNMENTS</th>
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<th>DATE</th>
<th>ASSIGNMENT</th>
<th>Due the day it is listed, so Prepared in advance</th>
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*Read the pages imayated in the book first (1), then do the activities in the book (2) (using e-links) then do the assigned (machine-graded) SAM exercises (3) at MySpanishLab. (the exercises not assigned—often Instructor graded—as well as those in the text will often be done in class, so the better prepared you are, the better you'll perform in class)*

**primera semana:**
- **lunes, 13 enero:** *Introducción*, check course placement VARK
- **miércoles, 15:** Repaso del material de 1301
- **viernes, 17:** Repaso del material de 1302

**segunda semana:**
- **lunes, 20 enero:** No hay clases - día feria—
- **miércoles, 22:** Capítulo 9, *Texto pp. 282-288* ex 01-08
- **viernes, 24:** Capítulo 9, *Texto pp. 286-292* ex 09-14

**tercera semana:**
- **lunes, 27 enero:** Capítulo 9, *Texto pp. 293-295* ex 15-19
- **miércoles, 29:** Capítulo 9, *Texto pp. 296-301* ex 27-33
- **viernes, 31:** Capítulo 9, *Texto pp. 302-305* ex 34-40

**cuarta semana:**
- **lunes, 3 feb:** Capítulo 9, *Texto pp. 306-310* ex 41-44
- **miércoles, 5:** Capítulo 9, *Texto pp. 311-316* ex 50-54
- **viernes, 7:** Capítulo 9, ¿Cuánto saben? *Texto pp. 295, 310* ex 20-24, 45-49

**quinta semana:**
- **lunes, 10 feb:** Capítulo 9 Practice Test y Taller *Texto pp. 316-317*
- **miércoles, 12:** Capítulo 9, EXAM
- **viernes, 14:** Capítulo 10, *Texto pp. 318-323* ex 01-09

**sexta semana:**
- **lunes, 17 feb:** Capítulo
- **miércoles, 19:** Capítulo 10, *Texto pp. 324-326* ex 10-15
- **viernes, 21:** Capítulo 10, *Texto pp. 327-329* ex 16-21

**séptima semana:**
- **lunes, 24 feb:** Capítulo 10, *Texto pp. 330-336* ex 29-37
miércoles, 26
viernes, 28

octava semana:
lunes, 2 marzo
miércoles, 4
viernes, 6

vacaciones de primavera

novena semana:
lunes, 16 marzo
miércoles, 18
viernes, 20

décima semana:
lunes, 23 marzo
miércoles, 25

--Last day to Withdraw el 26 de marzo--
viernes, 27

semana 11:
lunes, 30 marzo
miércoles, 1 abril
viernes, 3

semana 12:
lunes, 6 abril
miércoles, 8
viernes, 10

semana 13:
lunes, 13 abril
miércoles, 15
viernes, 17

semana 14:
lunes, 20 abril
miércoles, 22
viernes, 24

semana 15:
lunes, 27 abril
miércoles, 29
viernes, 1 mayo
COMPREHENSIVE FINAL EXAM— See posted schedule for time and date
lunes, 4 mayo 13h-15

Syllabus subject to revision.

REQUIREMENTS

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, creating opportunities for meaningful practice, 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. Sign up on my office door for an appointment if you’re experiencing any difficulties. My specialty is Second Language Learning—I can help you be a successful language learner.

Before coming to class, each student must first review very carefully the pages inmayedated in the text, then complete the exercises in the text using e-links, and then complete on MySpanishLab 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, some may be graded. Other exercises in the text and on MySpanishLab include audio and video files, tutorials, extra practice exercises, and practice tests on-line. Students are strongly encouraged to continuously practice the ‘Letras y Sonidos’ sections of all chapters (1-15), especially if your speaking and/or writing skills are not strong. Your daily class participation grade is important; you learn a foreign language by doing it. Bring your text to every class.

Class attendance is crucial to your success in this course. I suggest strongly that you not miss any portion of even a single class. However, you are allowed 3 absences for any reason; for every absence after, there is a deduction of 2 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-half (1/2) absence. According to the Angelo State University Undergraduate 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 petition, in advance if possible, and to provide documentation to excuse the absence immediately after your absence—within 24 hours of your return—do not wait until the end of the semester. Petition may be emailed at the beginning of the semester. If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a memayoal receipt, police report, letter from the athletic
department, etc. Otherwise, no late assignments are accepted.

On the other hand, **good attendance is rewarded**. If you complete the semester with no absences, your lowest assessment/test grade will be dropped (you must take all of them); if you have 1 absence, the lowest 2 SAM sets will be dropped; if you have 2 absences, 1 will be dropped; if you have 3 absences, there is no absence penalty.

Students absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for 12 times or more will automatically receive an ‘F’.

It is very important that you attend each class. In second language learning, we 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. **Class time is critical to practice speaking and listening to the language.** Learning a second language requires constant practice and exchange with others in class.

**LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL.** If you are a certification candidate, a C or better is required. **IN ADDITION TO OFFICE HOURS OF 6 Spanish instructors, SUPPLEMENTAL INSTRUCTION and TUTORING IS AVAILABLE.**

**Cell Phone Policy:** Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. **Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least.**

**(8) Student Handbook Statement of Academic Integrity**
Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. 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.

**(9) Operating Policy 10.5 (student accommodation)**
Angelo State University 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 Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

**(10) Operating Policy 10.19 (Holy Day):**
“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. 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. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

(11) Title IX at Angelo State University:
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.

Extra credit:
In English: 3 things I already knew
3 things I learned
3 things I liked
3 things I didn’t like
X met/didn’t meet my expectations because ...