Español 2311 (D10 & D20) Plan del curso virtual – Verano I 2020  Onofre-Madrid

TEXTO:  ¡ARRIBA! COMUNICACIÓN Y CULTURA, 7ª ed.,
de Zayas-Bazán, Bacon y Nibert (Including Access to MySpanishLab)
MySpanishLab Course ID Number:  CRSKLGS-787713

HORARIO:  de las 10:00 de la mañana a las 12:00 de la tarde por Collaborate Ultra

CORREO ELECTRÓNICO:  Maria.Onofre-Madrid@Angelo.edu

OFICINA:  A110D  NÚMERO DE TELÉFONO:   (325) 486-6164

HORAS DE CONSULTA:  lunes a jueves de las 9:00 a las 10:00 de la mañana

This syllabus is subject to revision; revisions may be posted on Blackboard and/or communicated in writing via ASU e-mail. The student is responsible for any changes posted in Bb or sent via ASU e-mail.

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 Collaborate Ultra sessions and through the online 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 actividades de Blackboard

10% - Composiciones / talleres, escritos por medio de Blackboard

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

10% - 2 Evaluaciones orales / tertulias (hechas por teléfono)

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

100% - Total

The oral evaluations, or “tertulias”, will be oral activities done by phone, on the scheduled days at times agreed to by the student and the instructor. If the student wishes to receive a phone call, the instructor will call the student, provided the phone
number provided is in the continental United States. If the student is out of the country, the oral testing will be conducted via a Collaborate Ultra session at an agreed time on the scheduled day.

The compositions, or ‘talleres”, will be written in Blackboard, on the specified days, without the use of any aids. Originality, content, spelling, accentuation and length will be used to evaluate the compositions.

Grades included in the “Daily work” include all Blackboard daily activities. These will be available after each day’s Collaborate Ultra session, and will be due by 11:30 p.m. There are no make-ups for these, as they will also be used to take attendance.

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 CRSKLGS-787713 to register for the course. Be sure you check the MySpanishLab site 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 11:30 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 to deliver the course material, as well as for communication between students and instructor. Students are responsible for accessing it on a daily basis.

<table>
<thead>
<tr>
<th>Día</th>
<th>Mes</th>
<th>Tarea</th>
</tr>
</thead>
</table>
| 1   | junio | Información sobre el curso; Repaso del material de 1301; Repaso del material de 1302  
Capítulo 9 – Vamos de viaje, páginas 282 a 285  
ENFOQUE CULTURAL: COLOMBIA Y VENEZUELA  
Club cultura: Introducción a Colombia  
Primera Parte  
Vocabulario – En el aeropuerto, Aplicación |
| 2   | junio | Cap. 9, págs. 286 a 297 - Aplicación;  
Por or Para, Aplicación;  
Adverbs ending in –mente, Aplicación;  
¡Conversemos!  
Perfiles – Auyentepuy: Un viaje de aventura;  
Mi música – “Juntos” (Juanes, Colombia) |
| 3   | junio | Cap. 9, págs. 298 a 307 - Segunda parte  
Vocabulario – Los viajes;  
Letras y sonidos (L y s) – The letter “g” in sequences other than “ge, gi” in Spanish, Aplicación;  
Introduction to the Spanish subjunctive:  
Usos generales del subjuntivo,  
Los verbos regulares del presente de subjuntivo,  
The subjunctive to express influence, Aplicación |
| 4   | junio | Cap. 9, págs. 308 a 315 - Aplicación;  
¡Conversemos!  
Club cultura – El paraíso venezolano, Actividades;  
Panoramas – Riquezas naturales e históricas: Colombia y Venezuela;  
Páginas – Viajes aventura, un sitio turístico;  
Repaso para la composición y el examen del capítulo 9 |
5 junio  Composición 1 – se someterá por Blackboard.
Usted recibirá más información en Blackboard.
Examen sobre el capítulo 9
Tendrá una hora para terminarlo. Estará disponible de las 8:00 de la mañana a las 11:30 de la noche.

8 junio  Capítulo 10 - ¡Tu salud es lo primero!, páginas 318 a 324
ENFOQUE CULTURAL: Paraguay y Bolivia
Club cultura: Introducción a Paraguay
Primera Parte
Vocabulario – Las partes del cuerpo humano, Aplicación;
Formal commands

9 junio  Cap. 10, pág. 325 a 331 - Aplicación;
The subjunctive to express feelings and emotions, Aplicación;
¡Conversemos!
Perfiles – La medicina tradicional en Bolivia;
Mi música – “La ciudad que habita en mí” (Octavia, Bolivia)

10 junio  Cap. 10, pág. 332 a 337 - Segunda parte
Vocabulario – Los alimentos;
L y s – The consonants r and rr, Aplicación;
The subjunctive to express doubt and denial

11 junio  Cap. 10, pág. 338 a 345 - El subjuntivo con tal vez y quizá(s),
Resumen de los usos del subjuntivo, Aplicación;
¡Conversemos!
Club cultura – La medicina tradicional y la medicina moderna en Bolivia;
Panoramas - Bolivia y Paraguay: Riquezas por descubrir;
Páginas – “La azucena del bosque” (Mito guaraní);
Repaso para la tertulia y el examen del capítulo 10

12 junio  Evaluación oral 1 (usted verá más información en Blackboard)
Examen sobre el capítulo 10
Tendrá una hora para terminarlo. Estará disponible de las 8:00 de la mañana a las 11:30 de la noche.
15 junio

Capítulo 11 - ¿Para qué profesión te preparas?, páginas 348 a 353
ENFOQUE CULTURAL: ARGENTINA Y URUGUAY
Club cultura: Introducción a Argentina
Primera Parte
Vocabulario – El mundo del trabajo, Aplicación

16 junio

Cap. 11, págs. 354 a 361 - Tú commands:
Mandatos afirmativos irregulares de la forma tú, Aplicación;
The subjunctive and the indicative with adverbial Conjunctions:
Conjunciones que siempre requieren el subjuntivo,
Conjunciones que usan el subjuntivo o el indicativo,
Aplicación;
¡Conversemos!

17 junio

Cap. 11, págs. 362 a 367 – Perfiles – Los empleos y las recomendaciones;
Mi música – “Todo se transforma” (Jorge Drexler, Uruguay);
Segunda Parte
Vocabulario – La búsqueda de empleo;
L y s – The consonants b and v, Aplicación

18 junio

Cap. 11, págs. 368 a 372 - Aplicación;
The subjunctive with indefinite people and things, Aplicación;
¡Conversemos!

19 junio

Cap. 11, págs. 373 a 377 - Club cultura – Introducción a Uruguay;
Panoramas - El virreinato del Río de la Plata: Argentina y Uruguay
Páginas – ¿Qué tipo de jefe tienes tú?
Repaso para la composición y el examen del capítulo 11

19 junio

Last day to drop a class or withdraw from the University

22 junio

Composición 2 – se someterá por Blackboard.
Usted verá más información en Blackboard.
Examen sobre el capítulo 11
Tendrá una hora para terminarlo. Estará disponible de las 8:00 de la mañana a las 11:30 de la noche.
23 junio  Capítulo 12 – El futuro es tuyo, páginas 380 a 387
ENFOQUE CULTURAL: LOS HISPANOS EN ESTADOS UNIDOS
Club cultura: Introducción a Estados Unidos
Primera Parte
Vocabulario – La tecnología, Aplicación;
The past participle, Aplicación

24 junio  Cap. 12, págs. 388 a 393 - Aplicación;
The present perfect indicative:
Acabar de + infinitive, Aplicación;
¡Conversemos!
Perfiles – La tecnología y el futuro;
Mi música – “Ese camino” (Julieta Venegas, México/EE. UU.)

25 junio  Cap. 12, págs. 394 a 403 - Segunda Parte
Vocabulario – El medio ambiente;
L y s – The consonants t and d;  Aplicación;
The future tense, Aplicación;
The conditional tense, Aplicación

26 junio  Evaluación oral 2 (usted verá más información en Blackboard)

29 junio  Cap. 12, págs. 404 a 415 - ¡Conversemos!
Club cultura – EE. UU.: Los medios de comunicación es español
Panoramas - Los hispanos en Estados Unidos
Páginas – El cambio climático es en serio para la comunidad latina
(de Reynadlo Santos)

30 junio  Repaso para el examen final

1º julio  Examen final
Tendrá dos horas para terminarlo. Estará disponible de las 8:00 de la mañana a las 11:30 de la noche
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, beyond the second one. A student accumulates an absence each time a daily activity is missed. A student who is absent for six (6) days or more will automatically receive an “F” for the course.

NOT doing the daily online activities affects not only your participation grade, but also your final course grade, with points being deducted from your final course grade for every absence (missed daily activity).

COMMUNICATION DEVICES:

Students will need a computer, a laptop, a tablet or a phone (with internet access) to join the Collaborate Ultra sessions.

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:
Español 2311 (D10 & D20) Plan del curso virtual – Verano I 2020  Onofre-Madrid

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 2019-2020 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! Late work will not be accepted. 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 2019-2020, https://www.angelo.edu/student-handbook/ 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. **The written documentation must be submitted 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
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.

¡BIENVENIDOS! VAMOS A APRENDER ESPAÑOL
INTERMEDIATE: 2311 and 2312
from A Texas Framework for LOTE

ProgressCheckpoint
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 readily by natives used to the writing of non-natives, although additional effort may be required.