

SPAN 2312: SPANISH IV
Department of English and Modern Languages
Angelo State University
Verano 2021

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UNIVERSITY, DEPARTMENTAL & COURSE OBJECTIVES

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....

Course description: Spanish 2311 and 2312 are sequels to Spanish 1301 and 1302 and are 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.

IDEA FORM OBJECTIVES

Essential (E):

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 (I):

3. Learning to apply course material (to improve thinking, problem solving, and decisions)

TEXTS

¡ARRIBA! COMUNICACIÓN Y CULTURA, 6th ed., by Zayas-Bazán, Bacon and Nibert.
MySpanishLab Access **Course Section ID** CRSKL5F-856815

ASSESSMENT

2312 Evaluation

| | |
|-----------------------|-----|
| Chapter exams (2) | 30% |
| MySpanishLab (MSL) | 20% |
| Final Exam | 20% |
| Compositions (2) | 10% |
| Oral Evaluations (2) | 10% |
| Participation/Quizzes | 10% |

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://myspanishlab.com>), along with their respective due dates and times (**a CODE will be required for access to this material**).

Oral Evaluations and Compositions

Prompts for Orals and Compositions are in the syllabus (see below). You will record the oral and submit on Blackboard. You will type compositions and submit on Blackboard.

Participation/Quizzes

Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class **participation**. We will have frequent quizzes to measure your progress through the material. These will be given the first 5-8 minutes of class. There are no make-ups for these; however, the lowest scores will be dropped for any quizzes over 10.

POLICIES

Attendance

Class attendance is crucial to your success in this course. You are allowed **3 absences** for any reason; for every unexcused absence after 3, there is a deduction of **2 points** from your final grade. According to the *2009-2010 Angelo State University Bulletin*, page 364, 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 contact me in advance if possible and to provide documentation to excuse the absence. Students absent for **twelve times** or more will automatically receive an 'F'.

Student Absence for Observance of Religious Holy Days

If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.

Make-up work, etc.

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. Documentation must be provided (within 24 hours) if a student (for a valid reason) fails to show up for a scheduled make-up.

If you have a documented disability

"Persons with disabilities which may warrant academic accommodations must contact the **Office of Student Life and Student Services, Room 112 University Center**, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

Academic Honesty

"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 s/he will receive an F for the course.**

Cell Phone Policy

Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. Use of these devices could result in a daily grade of zero (and could also result in dismissal from class).

ACTFL guidelines

<http://www.actfl.org/files/public/Guidelinespeak.pdf>
<http://www.actfl.org/files/public/writingguidelines.pdf>

Standards

http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf
<http://www.vark-learn.com/english/index.asp>
<http://www.laits.utexas.edu/spe/index.html>

This syllabus is subject to change; changes will be posted on RAMPART and emailed.

SPAN 2312 ORAL EXAM PROMPTS

EXAMEN ORAL I (Chapter 14)

Describe your favorite article of clothing. Be able to say (in response to questions from me, not as a monologue) what kind of garment it is. Be able to give the following details: its material, one aspect of its style (striped/plaid, length, length of sleeve, etc.), more than one (additional) adjective to describe it, when you wear it, what goes with it (in Ch. 8, jewelry vocabulary section, a specific phrase about something matching something else was learned), how you got it, and (using a formula from this chapter, involving the present tense) how long you have had it. Use complete sentences in your answers so verbs can be evaluated.

EXAMEN ORAL II (Chapter 15)

Part 1: If you were president, what would you do? (Provide the introduction, i.e. "If I were..." and the result clauses [both in the correct tenses for this type of sentence, as learned last semester and reinforced earlier this semester], "I would..."). (Name four things you would do.)

Part 2: For some other government office/position (other than president) (please name it, whether it be senator, judge, mayor, etc.), name four aspects of the kind of _____ (senator?, judge?, mayor?, etc.) you (or you all) seek or we need (e.g. "We need a mayor who..." or "We seek a governor who..."). Remember to express this in terms of an unfulfilled (as yet) search, i.e. an indefinite/nonexistent antecedent (as studied in this chapter). Make sure that your verbs make sense in conjunction with their objects (in what you prepare for the oral)! (I have heard some that, as complete verb phrases, didn't make sense; so be careful about that.)

SPAN 2312 COMPOSITION PROMPTS

COMPOSICION I (Chapter 13)

Write (in paragraph form, 10-sentence minimum) a composition telling the following (these are required elements for both paragraphs) (try to include rich/varied vocabulary, but stay within the bounds of what we've studied unless you have to deviate from that):

First paragraph: how (that is, through which medium) you keep up with the news; why that is your preferred medium; which media person (news or commentary) impresses you most; what job that person has; what that person's duties are; why s/he is your favorite. **Second paragraph:** what your opinion of newspapers (in general) is; which section of a newspaper you like most and why; (using *Ojalá* + imperfect subjunctive) what you wish the journalists of the Ram Page (or of the San Angelo Standard Times) did (to improve their paper) (by the way, the verb *incluir* [conjugated basically like *leer* in the imperfect subjunctive] may [or may not, depending on what you want to write] be useful to you here).

COMPOSICION II (Chapter 14)

Ten-sentence minimum length for the composition as a whole) (paragraph form):

First paragraph: Mention a specific instrumentalist (whose music you like). Tell whether the person is a soloist or if s/he plays with a group (and, if so, with whom). Tell what type of music and what instrument s/he plays. Explain why you like his/her music. Tell how long ago you began to listen to his/her music (not how long you have been listening to it). Then tell whose music you had listened to frequently before that (this requires a verb tense that is new to this chapter).

Second paragraph: Mention which is your favorite musical instrument and which kind of instrument it is (brass, percussion, etc.). Also, name your least favorite instrument. Finally, tell why you believe music to be an important part of life. (Note that this must be about an individual [not a group, though the person may be a part of a group] and that it must be about an instrumentalist [it cannot be about someone who sings but does not also play an instrument].)

| SPAN 2312 SCHEDULE | | |
|---------------------------|-------------------------------------|----------------------------------|
| July 12 - 18 | | DUE |
| M | Chapter 13 (<i>Primera Parte</i>) | Work on MySpanishLab, Chapter 13 |
| T | Chapter 13 (<i>Primera Parte</i>) | Work on MySpanishLab, Chapter 13 |
| W | Chapter 13 (<i>Primera Parte</i>) | Pruebas 1 y 2 |
| Th | Chapter 13 (<i>Segunda Parte</i>) | Work on MySpanishLab, Chapter 13 |
| F | Chapter 13 (<i>Segunda Parte</i>) | Pruebas 3 y 4 |
| July 19 - 25 | | |
| M | Chapter 13 (<i>Segunda Parte</i>) | Chapter 13 MySpanishLab Due |
| T | Exam on-line during class | Chapter 13 Exam |
| W | Chapter 14 (<i>Primera Parte</i>) | Comp 1 |
| Th | Chapter 14 (<i>Primera Parte</i>) | Work on MySpanishLab, Chapter 14 |
| F | Chapter 14 (<i>Primera Parte</i>) | Pruebas 5 y 6 |
| July 26 - August 1 | | |
| M | Chapter 14 (<i>Primera Parte</i>) | Work on MySpanishLab, Chapter 14 |
| T | Chapter 14 (<i>Segunda Parte</i>) | Pruebas 7 y 8 |
| W | Chapter 14 (<i>Segunda Parte</i>) | Work on MySpanishLab, Chapter 14 |
| Th | Chapter 14 (<i>Primera Parte</i>) | Chapter 14 MySpanishLab |
| F | Exam on-line during class | Chapter 14 Exam |
| August 2 - 8 | | |
| M | Chapter 15 (<i>Primera Parte</i>) | Oral Exam 1 and Comp 2 |
| T | Chapter 15 (<i>Primera Parte</i>) | Work on MySpanishLab, Chapter 15 |
| W | Chapter 15 (<i>Primera Parte</i>) | Pruebas 9 y 10 |
| Th | Chapter 15 (<i>Primera Parte</i>) | Work on MySpanishLab, Chapter 15 |
| F | Chapter 15 (<i>Segunda Parte</i>) | Pruebas 11 y 12 |
| August 9 - 13 | | |
| M | Chapter 15 (<i>Segunda Parte</i>) | Chapter 15 MySpanishLab |
| T | No class | Complete Review |
| W | Review online for all | |
| Th | No class, record oral | Oral Exam 2 |
| F | Exam on-line during class | Final Exam |

**Final Exam for 2312:
Friday, August 13**