

SPANISH II primavera 2022
1302.010 lmv 9h-9h50
1302.020 lmv 10h-10h50
Dr. Karen CODY
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A121
teléfono: (325) 486-6159
oficina: A110G
horas de consulta: lmv 8, 11, 1, mj 8-10
or by appt

Virtual office hours are also for remedial purposes. Please contact me by email early on if material is unclear to you or if you have any other questions regarding the class. I expect **everyone** to "meet" with me at least twice, the earlier in the session, the better.

ASU's Mission statement: *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 develop 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 models in second language learning.

COURSE CONTENT: Welcome to Spanish 1302. This is a Spanish course designed to continue an introduction to the language and culture of the Spanish-speaking world. The students will practice the four language skills (*listening/understanding, speaking, reading, and writing*) both with the instructor and with classmates. The text provides abundant communicative activities along with many form-focused exercises and offers a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based materials.

GOALS FOR ALL SPANISH 1302 COURSES: Students should be able to express personal meaning, hold simple conversations, ask and answer simple questions, and write short, simple 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 some control over present tense and an emerging control over past and future time frames. Students should also be able to read and comprehend grammatically complex texts in more detail. (*in all 3 modes—presentational, interpretive, and interpersonal—of ACTFL Novice high to Intermediate low to mid*). Students should be able to communicate important features of the history and culture of the Spanish-speaking world—*perspectives, practices, products*.

WARNING: THESE LEARNING OBJECTIVES (using the same national standards as the TEKS in K-12) REMAIN THE SAME WHETHER THIS COURSE IS OFFERED IN A 5 WEEK SUMMER TERM, AN 8 WEEK INTENSIVE COURSE OR A 15 WEEK REGULAR SEMESTER. That makes the summer/intensive courses IDEAL for heritage Spanish speakers and for those with successful previous language learning experience—we move through the material quickly, emphasizing learning the rules and applying them in LOTS of practice. HOWEVER, because all research shows a minimum of 240 hours of instruction and practice is necessary for most adult English-speaking learners to reach Novice mid to high level in Spanish, MOST students will often perform better over a regular long semester, having more time to understand the rules and practice, practice, practice applying them as well as memorizing vocabulary in context.

Idea Form Objectives:

Essential (E):

Gaining factual knowledge (Spanish vocabulary, grammatical structure, and culture)

Developing skill in expressing oneself orally or in writing (Basic spoken and written communication in Spanish)

Important (I):

Understand mechanisms of language and culture

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

Most of you already have your textbook and used the newer procedure for entering courses at Pearson. In the content area of the Bb course, you'll find a student registration sheet with instructions.

ARRIBA, *Comunicación y cultura*, 7th ed., by Zayaz-Bazán and Bacon. (used for all 4 semesters) [print out etext if only e-access bought](#)

very important to enter correct **section** code every semester: **code94590**

Helpful websites:

<https://vark-learn.com/the-vark-questionnaire/>

<https://vark-learn.com/the-vark-questionnaire/strategies-questionnaire/>

<https://www.leadwithlanguages.org/>

<http://www.laits.utexas.edu/spe/index.html>

<http://oralproficiency.coerll.utexas.edu>

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english>

<https://www.edutopia.org/>

SPECIFIC EXERCISES ASSIGNED AS MINIMUM FOR GRADE BUT OTHERS STRONGLY ENCOURAGED

DATE ASSIGNMENT Due the day it is listed, so **Prepared in advance—flipped classroom**
Read ALOUD the pages indicated in the book first where you find all explanations and examples, (at least look over the e-text activities), then submit the assigned SAM exercises at MySpanishLab which are also best done aloud, scoring at least 70 on each (those exercises, as well as the instructor-graded and those in the text, will often be done in class, so the better prepared you are, the better you'll perform)

Assigned SAMs and Practice Tests are due in MySpanishLab before class--by **8 am Central time the day they are listed** (most of you will likely be doing them the night BEFORE. Por ejemplo, whatever is listed for miércoles, you'll be reading and practicing and completing martes. And you'll be **continuously reviewing** whatever you didn't learn in Spanish I in Caps 1-4 as well as what you're having issues with in the new material). You are expected to have read the pages, understood them, and done the assignment so 'classtime' can be spent orally practicing and refining your understanding.

primera semana:

miércoles, 19ener	Introducción, Bb, MySpanishLab, VARK, ACTFL student info sheet, VARK, ACTFL, LeadwithLanguages, laits/ut, edutopia
viernes, 21enero	Repaso Caps 1-4, LyS 1 y 4 (pp 6, 8, 9, 128) Practice Tests 1-4

segunda semana

lunes, 24enero	Capítulo 5 (pp. 146-151) Primera parte Vocab -la rutina diaria (SAMs 1, 2, 3 required, others strongly recommended)
miércoles, 26	Cap 5 (pp152-155) 1ª parte Verbos reflexivos (SAMs 5, 6, 8 required, others strongly rec)
viernes, 28	Cap 5 (pp 156-159) 1ª parte Comparaciones (SAMs 9, 11, 12 required, others strongly rec)

tercera semana:

lunes, 31enero	Cap 5 (pp 164-167) 2ª parte Vocab la casa
miércoles, 2febre	Cap 5 (pp 168-170) 2ª parte Superlativos
viernes, 4febrero	Cap 5 (pp 62, 170-172) 2ª parte Progresivo

cuarta semana:

lunes, 7febrero	Cap 5, (pp 161, 172) Conversemos, Repasos 1ª y 2ª partes, SAMs 13, 31 required, others strongly recommended (Club Cultura, Panoramas, Páginas, Taller)
miércoles, 9	Cap 5, Practice Test (assigned under Learning Tools and Apps) In-class Composition (Taller) instructions to follow
viernes, 11	Cap 5, EXAMEN

quinta semana:

lunes, 14febrero	Capítulo 6, (pp 180-185) 1ª parte, Vocab la comida
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miércoles, 16	Cap 6 (pp 186-189) 1ª parte Objetos indirectos
viernes, 18	Cap 6 (pp 190-192) 1ª parte Verbos como Gustar
<i><u>sexta semana:</u></i>	
lunes, 21 febrero	review obj directo e indirecto y reflexivos
miércoles, 23	Cap 6 (pp. 196-199) 2ª parte Vocab cocinar
viernes, 25	review verb conjugation Presente + ser, estar, tener, ir, hacer, stem-changing, poner, salir, traer, saber, conocer
<i><u>séptima semana:</u></i>	
lunes, 28 febrero	Cap 6 (pp 200-203) 2ª parte Pretérito regular
miércoles, 2 mar	Cap 6 (pp 204-206) 2ª parte Pretérito con cambios
viernes, 4 marzo	Cap 6, (pp 207-213) Club Cultura, Panoramas, Páginas, Taller (and review)
<i><u>octava semana:</u></i>	
lunes, 7 marzo	Cap 6, (pp 193, 206), Conversemos, Repaso (1ª y 2ª partes) SAMs 13, 14, 32, 33
miércoles, 9	Cap 6, Practice Test (assigned under Learning Tools and Apps) and Oral Evaluation (Tertulia) instructions to follow
viernes, 11	Cap 6, EXAMEN
<i>spring break</i>	
<i><u>novena semana:</u></i>	
lunes, 21 marzo	<i>mid-semester review</i> Capítulo 7, (pp. 214-219) 1ª parte Vocab pasatiempos
miércoles, 23	Cap 7 (pp 220-222) 1ª parte Pretérito irreg
viernes, 25	Cap 7, (pp 223-227) 1ª Indefinido, negative, pero/sino
<i><u>décima semana:</u></i>	
lunes, 28 marzo	Cap7 (pp 230-233) 2ª parte Vocab deportes
miércoles, 30	Cap 7 (pp 234-236) 2ª parte Pretérito irreg
viernes, 1 abril	Cap 7 (pp 237-240) 2ª parte Double object pronouns
<i><u>semana 11:</u></i>	
lunes, 4 abril	Capítulo 7, (pp 241-247) Club Cultura, Panoramas, Páginas, Taller (and review)
miércoles, 6	Cap 7, (pp 227, 240) Conversemos Repaso (1ª y 2ª partes) SAMs 16, 17, 36, 37 and recommended etext activities
viernes, 8	Cap 7, Practice Test (assigned under Learning Tools and Apps)

semana 12:

lunes, 11abril	Cap 7, In-class Composition (Taller) instructions to follow
miércoles, 13	Capítulo 7, EXAMEN
viernes, 15	Capítulo 8, (pp248-253) Primera parte Vocab la ropa

semana 13:

lunes, 18abril	Cap 8, (pp 254-257) 1ª parte el Imperfecto
miércoles, 20	Cap 8 (pp 258-259) 1ª parte # ordinales
viernes, 22	Cap 8 (pp 262-266) 2ª parte Vocab shopping

semana 14:

lunes, 25abril	Cap 8 (pp 267-271) 2ª parte Pretérito vs Imperfecto
miércoles, 27	Cap 8 (pp 271-274) 2ª parte el Se impersonal/pasivo

--Last day to Withdraw 28abril

viernes, 29	review
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semana 15:

lunes, 2mayo	Cap 8, (pp275-281), Club Cultura, Panoramas, Páginas, Taller (and review)
miércoles, 4	Cap 8, (pp 259, 274), Conversemos Repaso (1ª y 2ª partes) SAMs 08-12, 13, 32, 33
viernes, 6	Cap 8 Practice Test (assigned under Learning Tools and Apps) and Oral Evaluation (Tertulia) instructions to follow

EXAMEN FINAL 1302 (Caps 1-8)

Clase de las 9—miércoles 11mayo 8h-10h

Clase de las 10—lunes 9mayo 10h30-12h

Syllabus subject to revision

Course grade computation:

4 exams	@ 100 points	400	40%
2 oral proficiency assessments	@ 75 points	150	15%
2 in-class compositions	@ 75 points	150	15%
daily participation		100	10%
4 on-line SAM packets	@ 50 points	200	20%
Including Practice tests			
		<hr/> 1000 pts	<hr/> 100%

REQUIREMENTS:

My Role / Your Role: Because of the way languages are learned by adults, you really cannot be “taught” Spanish or any other foreign/second language. Therefore, **my role** is to facilitate language learning by creating an environment in which the language learning 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.

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. The Vark website has pages of suggested strategies to use your preferred mode of learning to improve your dispreferred. <http://vark-learn.com/the-vark-questionnaire>

Before virtual class, each student should ***first*** review very carefully the pages indicated in the text for the vocabulary/grammar explanations given in English, ***then*** at least look through the exercises in the text using e-links, and ***finally*** complete on **MySpanishLab** the appropriate exercises accessible in the on-line Student Activities Manual-- **no late assignments are accepted for credit.** (To accommodate the occasional technical problems, these exercises are a completion grade for scoring 70 or better, but make sure you understand any remaining errors.) 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 the virtual class as well. Other exercises in the text and on **MySpanishLab** include audio and video files, tutorials, additional practice exercises, and practice tests on-line. ***Students are strongly encouraged to continuously practice the ‘Letras y Sonidos’ sections of all chapters (1-15), but especially capítulos 1, 4, 6, 7, 8, 9 particularly if your speaking and/or spelling skills are not strong.***

Your daily participation grade is also important; you learn a foreign language by ***doing*** it.

The compositions and oral proficiency assessments are on topics we will have prepared and may possibly be completed virtually, depending on covid. **THERE WILL BE NO MAKE-UPS.**

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

(Virtual) class ‘attendance’ is crucial to your success in this course. I expect all students to ‘attend’ and actively participate in ALL class sessions. (If it’s **Collaborate virtual b/c of covid**, you must have your camera on and a working microphone.) 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) is counted as one-half (1/2) absence. Do notice that **no late assignments are accepted.**

According to the [Angelo State University Undergraduate Catalog](#), valid reasons for an absence include illness, family emergency or participation in an authorized university activity. “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, detailed below.

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’ (petition will be emailed to you 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 medical receipt, police report, letter from the athletic department, etc.

On the other hand, **good attendance is rewarded. If you complete the semester with no ‘absences’, your lowest assessment grade will be dropped (you must take all of them).**

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’.

Class attendance is the first step toward a positive **daily/participation grade**, but there are also other factors. Active participation, taking initiative, and **speaking Spanish in (virtual) class** will favorably impact your daily grade. It will also help your daily grade if you join the (virtual) class prepared. 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 it lowers accordingly.

It is very important that you keep current on your assignments. In a foreign language class, 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. 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.

LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL.

(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, sexual 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...