

SPAN 2311: SPANISH III 8-WEEK COURSES

Department of English and Modern Languages
Angelo State University
Primavera 2022

Instructor: Dr. David Faught

Oficina: A110A

Consultas: MWF, 9:00 A.M. a 11 A.M. (o por teléfono a cualquier hora)

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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. 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, 7th ed., by Zayas-Bazán, Bacon and Nibert.

MySpanishLab Access

Course Section ID faught87248

ASSESSMENT

2311 Evaluation

Chapter exams (4)	45%
MySpanishLab (MSL)	25%
Compositions (4)	20%
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 In-Class Compositions

The former are held in my office (at times you will have signed up for). The latter are written in class. Details are included below.

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 minutes of class. There are no make-ups for these; however, the lowest scores will be dropped for any quizzes over 15.

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'. **A NOTE ON COVID:** If you are exposed or are showing symptoms, please call me at 432 296-3212, coordinate with Dallas Swafford, and attend class virtually through COLLABORATE (with your camera and audio on): <https://www.angelo.edu/live/profiles/864-dallas-swafford>

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).

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.

If you have a documented disability: 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.

Holy Day: Operating Policy 10.19:

“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.

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.

Student Absence / Make-Up Policy:

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.

COVID and the Classroom

Please complete the daily screening before coming to campus and follow instructions should you be told not to come to class. Because there may be a delay between when you report exposure/infection/illness and when I receive official notification, please call me at 432 296-3212 so that I can set up COLLABORATE and you can attend virtually. You will need to have an audio and visual feed to attend virtually, so prepare now. Federal funding is available if you need to buy a laptop or camera or repair or replace a phone whose camera is not functioning, but at almost 2 years into the pandemic it is best for you to be equipped to attend virtually in case there is another shut down.

This syllabus is subject to change; changes will be posted on Blackboard.

SPAN 2311 COMPOSITION PROMPTS

This semester I am conducting a study of better practices related to compositions, student learning, and self-correction. For this reason, there will not be any oral exams but rather 4 writing assignments. The procedure will be similar to what you have experienced in SPAN 1301 and SPAN 1302 with prompts provided beforehand and the comps completed in class on an assigned day during the first 15 minutes; however, instead of overt corrections, I will be using a marking guide with codes to correct your work and you will then use these codes to produce a 2nd draft. Scores from each draft will be averaged. The emphasis will be on individual progress throughout the course and improvement in mastery of grammar and structures.

Please use complete sentences with an explicit subject (María) or subject pronoun (ella) and verb and use as much of the vocabulary from the chapter as you can. Be descriptive (use adjectives) and be sure to follow the prompt fully. You will be evaluated on grammatical competency in terms of subject/verb agreement, adjective/noun agreement, the correct use of the indicative and the subjunctive, and correct sentence structure. You will also be evaluated on how you incorporate vocabulary and the organization and overall flow of your writing.

Please do not use a translation program like Google Translate to help you prepare for this assignment. These programs often include structures that we haven't covered, and vocabulary or expressions not related to the content of this course. The textbook has the perfect vocabulary and structures as well as many examples that you can easily modify to complete your composition.

COMPOSICION I (Chapter 9)

Paragraph 1

You are at a travel agency. You give details about an international trip via air you'd like to make to the travel agent. These include where you want to go, when, with whom, how long you plan to stay, where you'd like to stay (hotel), what types of activities you want to do while you are there, and your plans for documenting the trip to share with others (photos, social media, souvenirs). Note that here you are using simple sentences (S V O), so you will be using the indicative mood.

Paragraph 2

You now play the role of the travel agent. You will tell the traveler all that he or she needs to do for the trip. This information will include purchasing the ticket, preparing for the trip (what type of clothes to pack, what arrangements need to be made for the hotel and activities, passport, etc.), what he or she will need to do at the airport from arrival, checking baggage, going through security, waiting at the gate, boarding, take off, arrival, and going through customs upon arriving at your destination. You will also recommend how the traveler will get to the hotel and give other handy tips (what things to avoid doing, what things to be sure to do) in response to the information the traveler provided in paragraph 1. Note that here you will use a mix of simple sentences with one subject and one conjugated verb (for instance, "You need to buy tickets now while they are cheap.") and complex sentences with two subjects and two verbs that **will** require the subjunctive in the subordinate clause (for instance, "I urge you to drink only bottled water.").

Total words: 300

COMPOSICION II (Chapter 9)

You will be given the marking guide (included below if you want to study it beforehand) and a model composition with 20 errors. You will have 15 minutes to find and correct the 20 errors using the guide.

COMPOSICION III (Chapter 10)

Paragraph 1

Think of someone you know (or someone fictitious) who has a health problem. Identify that person and your relationship to him or her. Identify this person's health problem. Tell which part(s) of the body is/are involved, the symptoms, and how long the problem has persisted. Use complete sentences with a subject (María) or subject pronoun (ella) and a verb for each sentence. Use as much vocabulary from the chapter as you can. Note that here you are using simple sentences (S V O), so you will be using the indicative mood.

Paragraph 2

Make a series of recommendations to help the sick person. Tell what steps the person needs to take in the way of getting professional medical help. Also, give lifestyle advice (nutritional, exercise, work, sleep, therapy, medication, etc.). Note that here you will use a mix of simple sentences with one subject and one conjugated verb (for instance, "He needs to lose weight.") and complex sentences with two subjects and two verbs that **may** require the subjunctive in the subordinate clause (for instance, "I urge him to stop drinking soda."). Use at least 3 different triggers for the subjunctive.

Total words: 300

COMPOSICION IV (Chapter 11)

Paragraph 1

You go to an employment agency as a job applicant. Tell the agent about your educational and job experience as well as your personal qualities that will help you succeed in your chosen profession. Also, tell the agent what type of job you want including the field, the responsibilities, the hours, the benefits, and the pay. Note that here you will use a mix of simple sentences with one subject and one verb (for instance, "I am punctual and reliable. I have a degree in computer programming") and compound sentences with two subjects and two verbs that **may** require the subjunctive in the subordinate clause (for instance, "It's important that I have insurance.").

Paragraph 2

You now play the role of the employment agent. Tell the applicant what he or she needs to do prepare for the interview. Include details regarding the application process, the documents he or she will need to prepare before the interview, the paperwork that needs to be filled out and how to contact potential employers. In addition, give tips for how to dress and behave while interviewing (or not dress or behave during an interview) and how to follow up after the interview. Note that here you will use a mix of simple sentences with one subject and one conjugated verb (for instance, "You need to fill out applications.") and complex sentences with two subjects and two verbs that **may** require the subjunctive in the subordinate clause (for instance, "I recommend that you arrive at least 5 minutes early for your appointment."). Use at least 3 triggers for the subjunctive.

Total words: 300

Sistema de códigos para la corrección de composiciones

<i>SIMBOLO</i>	<i>ERROR</i>	<i>VERSION EQUIVOCADA</i>	<i>VERSION CORRECTA</i>
SV	concordancia de sujeto-verbo	Tú juego	Tú juegas
gen	concordancia de género	mucho gente	much a gente
#	concordancia de número	el monos	los monos
ort	ortografía	occurir	ocurrir
ac	acento ortográfico	instruccion comída	instrucción comida
Vf	verbo: forma	Durmiendo es necesario	El dormir es necesario
Vt	verbo: tiempo	Ayer va al cine	Ayer fue al cine
Vm	verbo: modo	Quiero que lo dices No había un traje que me quedaba	Quiero que lo digas No había un traje que me quedara
Pe	palabra equivocada	Juegan bueno Lo escribo una carta Realizó su error Son en casa Sé a Raúl.	Juegan bien Le escribo una carta Se dio cuenta de su error Están en casa. Conozco a Raúl.
Ap	añadir: palabra	hablo a ella despierto El gato está debajo la mesa Ella ve Raquel Comer chocolate engorda Español es fácil Quiero lo hagas Ella jugando	le hablo a ella me despierto El gato está debajo de la mesa Ella ve a Raquel El comer chocolate engorda El español es fácil Quiero que lo hagas Ella está jugando
?	INCOMPRENSIBLE		

SPAN 2311 SCHEDULE

week 1	
m	<i>Día feriado: no hay clase</i>
t	Introduction, Chapter 9 (<i>Primera Parte</i>)
w	Chapter 9 (<i>Primera Parte</i>)
th	Chapter 9 (<i>Primera Parte</i>)
f	Chapter 9 (<i>Primera Parte</i>)
week 2	
m	Chapter 9 (<i>Segunda Parte</i>)
t	Chapter 9 (<i>Segunda Parte</i>)
w	Chapter 9 (<i>Segunda Parte</i>)
th	Chapter 9 (<i>Segunda Parte/Nuestro Mundo</i>)
f	Chapter 9 EXAM
week 3	
m	Chapter 10 (<i>Primera Parte</i>) Composición 1
t	Chapter 10 (<i>Primera Parte</i>) Composición 2
w	Chapter 10 (<i>Primera Parte</i>)
th	Chapter 10 (<i>Primera Parte</i>)
f	Chapter 10 (<i>Segunda Parte</i>)
week 4	
m	Chapter 10 (<i>Segunda Parte</i>)
t	Chapter 10 (<i>Segunda Parte</i>);
w	Chapter 10 (<i>Segunda Parte</i>)
th	Chapter 10 (<i>Segunda Parte/Nuestro Mundo</i>)
f	Chapter 10 EXAM
week 5	
m	Chapter 11 (<i>Primera Parte</i>) Composición 3
t	Chapter 11 (<i>Primera Parte</i>)
w	Chapter 11 (<i>Primera Parte</i>)
th	Chapter 11 (<i>Primera Parte</i>)
f	Chapter 11 (<i>Segunda Parte</i>)
week 6	
m	Chapter 11 (<i>Segunda Parte</i>)
t	Chapter 11 (<i>Segunda Parte</i>)
w	Chapter 11 (<i>Segunda Parte</i>);
th	Chapter 11 (<i>Segunda Parte/Nuestro Mundo</i>) LAST DAY TO DROP (February 24)
f	Chapter 11 EXAM
week 7	
m	Chapter 12 (<i>Primera Parte</i>) Composición 4
t	Chapter 12 (<i>Primera Parte</i>)
w	Chapter 12 (<i>Primera Parte</i>)
th	Chapter 12 (<i>Primera Parte</i>)
f	Chapter 12 (<i>Segunda Parte</i>)
week 8	
m	FINAL EXAM
t	FINAL EXAM

