

SPAN 2312: SPANISH IV 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)

Correo: dfaught@angelo.edu

Teléfono: (432) 296-3212 (cell)

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 faught82288

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 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 2312 COMPOSITION PROMPTS

I will be using a coded marking guide (see below) to correct compositions. If you choose, you may turn in a rough draft within 2 class days after I return the corrected comp and I will average the grades from the original draft and the corrected version.

Please use complete sentences with an explicit subject (Maria) 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 12)

Paragraph 1

Write an essay including plans for your future. First, write a paragraph detailing issues with the environment. Next, using the "real" future (**not** *ir* + *a* + infinitive), tell five specific steps you will take this year in order to protect the environment and/or conserve energy/natural resources. Be detailed in explaining how your action will help the environment.

Paragraph 2

In your second paragraph, imagine that you have \$3000 to spend in an electronics store (*una tienda de aparatos electrónicos*). Describe 5 electronic devices you would buy, their features, and why you need them/what you intend to do with them. You will use the construction "De tener \$3.000, yo compraría . . ." to start off this paragraph. Use the conditional tense for at least 3 other verbs.

Total words: 300

COMPOSICION II (Chapter 13)

Write a letter to the editor of a newspaper about any topic that interests you. It could relate to the press, cinema, music, an artist, politics, etc. First, convince the editor to print your letter. Second, convince the readers that you are right. Use at least 3 "if/then" constructions in your composition. Be sure to provide supporting details to make your arguments more convincing. You might also find it useful to use subjunctive structures you learned from SPAN 2311 ("It's important that we all unite against the tyranny of Andrew Garfield's Spiderman.").

Total words: 200

SPAN 2312 ORAL EXAM PROMPTS

EXAMEN ORAL I (Chapter 14)

Part 1:

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.

Part 2:

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).

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.)

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	mucha 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
?	INCOMPENSIBLE		

SPAN 2312 SCHEDULE	
week 9	
m	Chapter 12 (<i>Primera Parte</i>)
t	Chapter 12 (<i>Primera Parte</i>)
w	Chapter 12 (<i>Segunda Parte</i>)
th	Chapter 12 (<i>Segunda Parte</i>)
f	Chapter 12 (Segunda Parte) EXAM
week 10	
m	Composición 1; Chapter 13 (<i>Primera Parte</i>)
t	Chapter 13 (<i>Primera Parte</i>)
w	Chapter 13 (<i>Primera Parte</i>)
th	Chapter 13 (<i>Segunda Parte</i>)
f	Chapter 13 (<i>Segunda Parte</i>)
week 11	
m	Chapter 13 (<i>Segunda Parte</i>)
t	Chapter 13 (<i>Segunda Parte</i> / <i>Nuestro Mundo</i>)
w	Chapter 13 EXAM
th	Composición 2; Chapter 14 (<i>Primera Parte</i>)
f	Chapter 14 (<i>Primera Parte</i>)
week 12	
m	Chapter 14 (<i>Primera Parte</i>)
t	Chapter 14 (<i>Segunda Parte</i>)
w	Chapter 14 (<i>Segunda Parte</i>)
th	Chapter 14 (<i>Segunda Parte</i>)
f	Chapter 14 (<i>Segunda Parte</i>)
week 13	
m	Chapter 14 (<i>Segunda Parte</i>)
t	Chapter 14 EXAM
w	Oral Exam 1
th	Oral Exam 1
f	Chapter 15 (<i>Primera Parte</i>)
week 14	
m	Chapter 15 (<i>Primera Parte</i>)
t	Chapter 15 (<i>Segunda Parte</i>)
w	Chapter 15 (<i>Segunda Parte</i>)
th	Chapter 15 (<i>Segunda Parte</i>) LAST DAY TO DROP (April 28)
f	Chapter 15 (<i>Segunda Parte</i>)
week 15	
m	Chapter 15 (<i>Segunda Parte</i>)
t	Chapter 15 (<i>Segunda Parte</i> / <i>Nuestro Mundo</i>)
w	Chapter 15 (<i>Segunda Parte</i> / <i>Nuestro Mundo</i>)
th	Oral Exam 2
f	Oral Exam 2

Final Exam for 2312: Monday, May 9, from 8 a.m. to 10 a.m.

