

SPAN 2311: SPANISH III

Department of Modern Languages
Angelo State University
Spring 2022

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Consultations: MWF de 1:00 PM-2:00 PM

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COURSE DESCRIPTION

Spanish 2311 is an intermediate Spanish course designed to provide further instruction in 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 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 exercises. 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."

COURSE OBJECTIVES

Students should be able to communicate minimally by using isolated words and memorized phrases with reference to a particular context in which the language has been learned. They should be able to ask and answer *some* direct questions and express themselves in writing mostly in the present tense about familiar objects, their immediate environment and some basic interests. Students should also be able to read and comprehend simple texts on an elementary level. Students should be able to demonstrate an understanding of some of the salient 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 Novice mid to high level.

INSTRUCTOR & STUDENT ROLES

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 classroom and through the outside assignments.

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: marin-gonzalez37853

ASSESSMENT

Evaluation

Chapter Exams (3)	30%	Compositions (2)	10%
Final Exam (comprehensive)	15%	Oral exams (2)	10%
MySpanishLab	25%	Participation	10%

MySpanishLab

The assigned online exercises from **MySpanishLab** will be posted on the site, along with their respective due dates (**a CODE will be required for access to this material**).

Oral exams

Some may require you to converse with a classmate and some may be individual assessments in which the instructor and the student converse.

Participation

Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class **participation**. In addition, the participation grade is affected by your attendance, as you cannot participate if you are not in class.

POLICIES

Attendance

Class attendance is absolutely 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. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-third (1/3) absence. 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.

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.

Make-ups will only be given if you provide documentation and give a valid reason why you were absent. According to the *2007-2009 Angelo State University Bulletin*, page 362, valid reasons for an absence include illness, family emergency or participation in an authorized university activity.

If you have a documented disability

"Persons with disabilities which may warrant academic accommodations must contact the **Office of the Dean of Student Life, 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 any of these devices in the classroom will result in dismissal from class and/or it will affect your participation grade.**

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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manners:

Online: www.angelo.edu/incident-form

Phone: 325-942-2022

Face to Face: Mayer Administration Building, Room 210

E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class

Because the COVID-19 Pandemic is ever-changing, we ask that students frequently consult the following university website for protocols: <https://www.angelo.edu/covid-19/>

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

SPAN 2311, Spring 2022

Semana 1 (17 de enero – 21 de enero)		
lunes	Capítulo 9	PRESENTACIÓN
miércoles	Capítulo 9	9.1
viernes	Capítulo 9	9.2
Semana 2 (24 de enero – 28 de enero)		
lunes	Capítulo 9	9.3
miércoles	Capítulo 9	9.4
viernes	Capítulo 9	9.5 SPANISH SUBJUNCTIVE
Semana 3 (31 de enero – 4 de febrero)		
lunes	Capítulo 9	9.5 SPANISH SUBJUNCTIVE
miércoles	Capítulo 9	9.5 SPANISH SUBJUNCTIVE
viernes	Capítulo 9	CULTURE DAY: 9.6, 9.7
Semana 4 (7 de febrero – 11 de febrero)		
lunes	Capítulo 9	9.8, 9.9 READING AND WRITING PRACTICE
miércoles	Capítulo 9	REVIEW
viernes	Examen 1	
Semana 5 (14 de febrero – 18 de febrero)		
lunes	Capítulo 10	10.1/ Composición 1
miércoles	Capítulo 10	10.2 FORMAL COMMANDS
viernes	Capítulo 10	10.2 THE SUBJUNCTIVE TO EXPRESS FEELINGS AND EMOTIONS
Semana 6 (21 de febrero – 25 de febrero)		
lunes	Capítulo 10	10.3
miércoles	Capítulo 10	10.4
viernes	Capítulo 10	10.5 DOUBT AND DENIAL
Semana 7 (28 de febrero – 4 de marzo)		
lunes	Capítulo 10	10.5 TAL VEZ Y QUIZÁS
miércoles	Capítulo 10	CULTURE DAY: 10.6, 10.7
viernes	Capítulo 10	10.8, 10.9 READING AND WRITING PRACTICE
Semana 8 (7 de marzo – 11 de marzo)		
lunes	Capítulo 10	REVIEW
miércoles	Examen 2	
viernes	Capítulo 11	11.1/ Examen Oral 2
(14 de marzo-18 de marzo) Spring break		
Semana 9	21 de marzo-25 de marzo	
lunes	Capítulo 11	11.2 TÚ COMMANDS
miércoles	Capítulo 11	11.2 THE SUBJUNCTIVE AND THE INDICATIVE WITH ADVERBIAL CONJUNCTIONS
viernes	Capítulo 11	11.3

Semana 10 (28 de marzo – 1 de abril)		
lunes	Capítulo 11	11.4
miércoles	Capítulo 11	11.5
viernes	Capítulo 11	CULTURE DAY: 11.6, 11.7
Semana 11 (4 de abril – 8 de abril)		
lunes	Capítulo 11	11.8, 11.9 READING AND WRITING PRACTICE
miércoles	Capítulo 11	REVIEW
viernes	Examen 3	
Semana 12 (11 de abril – 15 de abril)		
lunes	Capítulo 12	12.1/ Composición 2
miércoles	Capítulo 12	12.2 THE PAST PARTICIPLE
viernes	Capítulo 12	12.2 THE PRESENT PERFECT INDICATIVE
Semana 13 (18 de abril – 22 de abril)		
lunes	Capítulo 12	12.3
miércoles	Capítulo 12	12.4
viernes	Capítulo 12	12.5 THE FUTURE TENSE
Semana 14 (25 de abril – 29 de abril)		
lunes	Capítulo 12	12.5 THE CONDITIONAL TENSE
miércoles		CULTURE DAY: 12.6,
viernes		CULTURE DAY: 12.7
Semana 15 (2 de mayo – 6 de mayo)		
lunes	Capítulo 12	12.8, 12.9 READING AND WRITING PRACTICE
miércoles	Capítulo 12	REVIEW
viernes	Capítulo 12	FINAL REVIEW Examen Oral 2

Examen Final

Class 11 a.m.: 11 de mayo, 10:30 a.m. - 12:30 p.m.

SPAN 2311 COMPOSITION PROMPTS

COMPOSICION I (Chapter 9)

Imagine that you are describing to your travel agent how you foresee your next airplane trip. Describe (a) some (not all) of the necessary preparatory and/or airport-related activities that you are going to be involved in and (b) some of the fun activities that you want to do and (c) the tourist attractions (or kinds of tourist attractions) that you want to visit. Specify a particular destination to contextualize and enhance your narration. (Also, don't forget to tell how you're going to be going to your destination.) I will be looking for you to use, appropriately, a good amount of vocabulary (at least eight official vocabulary words new to the current chapter) (obviously, some will need to be from the first part of the chapter and some from the second). 10 sentences.

COMPOSICION II (Chapter 11)

La búsqueda de empleo: Tell me about what you do when seeking a job. Tell how you prepare for an interview. Include also (at least) these details: the application process, the documents you prepare before the interview, the paperwork that needs to be filled out, the kind of position you are interested in, the benefits you are interested in, the personal qualities (characteristics) that you possess that enable you to succeed, and the responsibilities that need to be carried out in the doing of that job (it can be a fictitious job with respect to your actual situation). Be sure to include at least 2 statements with the subjunctive from the triggers we have learned this semester. Write at least 10 sentences.

SPAN 2311 ORAL EXAM PROMPTS (BlackBoard or Collaborate)

ORAL I (Chapter 10)

Think of someone you know (or someone fictitious) who has a health problem. Identify which problem it is. Tell which part(s) of the body is/are involved, and how long the problem has persisted. Tell what steps the person needs to take in the way of getting professional medical help. Be sure to include the subjunctive here: Es importante que mi hermano no suba más de peso. Using the subjunctive, tell what you recommend that the person do: Quiero que mi hermano se cuide más. Throughout your oral, include nutritional and exercise considerations. I will ask questions as well.

ORAL II (Chapter 12)

Detail your plans for your future. First, describe your plans using the "real" future (not *ir + a + infinitive*), and 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.

In the second part, imagine that you have \$3000 to spend in an electronics store (*una tienda de aparatos electrónicos*). Use the conditional tense to tell what you would buy and what you would do with each of the item. Use vocabulary from the chapter, and use the conditional tense. I will also ask questions.