

## SPAN 1302: SPANISH II

Department of Modern Languages  
Angelo State University  
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### COURSE DESCRIPTION

Spanish 1302 is the second half of the beginning Spanish sequence that is designed to provide 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 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 factual knowledge (terminology, classifications, methods, trends)  
[Spanish vocabulary, grammatical structure and analysis]
8. Developing skill in expressing oneself orally or in writing  
[Basic spoken and written communication in the Spanish language]

#### Important (I)

2. Learning fundamental principles, generalizations or theories  
[Understand mechanisms of language and culture]
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.

Guide to registering for MySpanishLab via Blackboard posted in the Chapter 5 folder on Blackboard.

## ASSESSMENT

### *Evaluation*

Chapter Exams (3)	30%	Compositions (2)	10%
Final Exam (comprehensive)	15%	Tertulias (2)	10%
<b>MySpanishLab</b>	25%	Quizzes	10%

### *MySpanishLab*

Each student must complete the work included in the textbook pages indicated in this syllabus **before** coming to class on the specified day. The assigned online exercises from **MySpanishLab** will be posted on the site, along with their respective due dates.

### *Tertulias*

Tertulias are short oral exams that you will record and upload to Blackboard. Details below for content.

### *Compositions*

Details below for the content of each of the 2 compositions are below. You will type these out (12 pt. Times New Roman font, double spaced, 1" margins), save as a PDF and upload to Blackboard.

## POLICIES

### *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.**

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

<b>SPAN 1302 Schedule: Summer 2022</b>		
<b>July 11-15</b>		<b>DUE</b>
M	Chapter 5 ( <i>Primera Parte</i> )	Work on MySpanishLab
T	Chapter 5 ( <i>Primera Parte</i> )	Work on MySpanishLab
W	Chapter 5 ( <i>Primera Parte</i> )	<b>Quizzes 1 &amp; 2</b>
Th	Chapter 5 ( <i>Segunda Parte</i> )	Work on MySpanishLab
F	Chapter 5 ( <i>Segunda Parte</i> )	<b>Quizzes 3 &amp; 4</b>
<b>July 18-22</b>		
Sunday	---	<b>Chapter 5 MySpanishLab</b>
M	---	<b>Chapter 5 EXAM</b>
T	Chapter 6 ( <i>Primera Parte</i> )	<b>Comp 1</b>
W	Chapter 6 ( <i>Primera Parte</i> )	<b>Quizzes 5 &amp; 6</b>
Th	Chapter 6 ( <i>Segunda Parte</i> )	Work on MySpanishLab
F	Chapter 6 ( <i>Segunda Parte</i> )	<b>Quizzes 7 &amp; 8</b>
<b>July 25-29</b>		
Sunday	---	<b>Chapter 6 MySpanishLab</b>
M	---	<b>Chapter 6 EXAM</b>
T	Chapter 7 ( <i>Primera Parte</i> )	<b>Oral Exam 1</b>
W	Chapter 7 ( <i>Primera Parte</i> )	<b>Quizzes 9 &amp; 10</b>
Th	Chapter 7 ( <i>Segunda Parte</i> )	Work on MySpanishLab
F	Chapter 7 ( <i>Segunda Parte</i> )	<b>Quizzes 11 &amp; 12</b>
<b>August 1-5</b>		
Sunday	---	<b>Chapter 7 MySpanishLab</b>
M	---	<b>Chapter 7 EXAM</b>
T	Chapter 8 ( <i>Primera Parte</i> )	<b>Comp 2</b>
W	Chapter 8 ( <i>Primera Parte</i> )	<b>Quizzes 13 &amp; 14</b>
Th	Chapter 8 ( <i>Segunda Parte</i> )	Work on MySpanishLab
F	Chapter 8 ( <i>Segunda Parte</i> )	Work on MySpanishLab
<b>August 8-12</b>		
M	Chapter 8 ( <i>Segunda Parte</i> )	<b>Quizzes 15 &amp; 16</b>
T	Chapter 8 ( <i>Segunda Parte</i> )	Work on MySpanishLab
W	Chapter 8 ( <i>Segunda Parte</i> )	<b>Chapter 8 MySpanishLab</b>
Th	Review	<b>Oral Exam 2</b>
F		<b>Final Exam</b>

**Final Exam:  
Friday, August 12**

**COMPOSITION I: *Hablo de mi rutina diaria*:** Describe your morning routine orally in Spanish. Be as detailed as possible, and be sure to include the following information:

- the time when you wake up
- the time when you get up
- the things (expressed with three reflexive verbs) that you do to get ready in the morning (and mention of at least two personal care products you use along the way, as you mention, at the same time, the activities in which you use those items)
- any other activities you normally do in the morning (do exercise, run, study, clean, etc.; here, you must use two non-reflexive verbs)
- the time when you leave the house/dorm, etc. (salir de la casa, del dormitorio/apartamento, etc.) in the morning

## COMPOSITION II

1. REFLEXIVES. Describe your daily routine **and** the routine of your friend in the present tense. Use 5 different verbs. I'll check for the correct verbs forms as well as the creative use of vocabulary and other structures (feelings, time, chores, sports, food and cooking, etc.).
2. PRETERIT. Describe what you did **and** what your friend yesterday/ last weekend/during spring break or whenever in the past using 5 different verbs. I'll check for the correct “yo” and “ella” forms but also for how you creatively incorporate vocabulary from the course (feelings, time, chores, sports, food and cooking, etc.).

## ORAL I

First part: Describe (in the present tense) a (real or fictitious) typical trip of yours to a nice restaurant. Tell what you order/ask for (include a drink, and a food item from at least three different food categories). Mention the server and what s/he does. Use a sentence with gustar or a verb similar to it to express your opinion of the restaurant and/or what it offers.

Second part: Tell (using the preterit) what you ate for three (different) meals (En el desayuno, etc.) on a recent day. Tell what you drank on one of those occasions as well.

## ORAL II

Tell the following about what you used to be like as a child (and what your life was like):

- one aspect of what you used to be like physically
- one aspect of what you used to be like personality-wise
- what activities you used to engage in (or sport/s you used to practice)
- with whom you used to spend time
- what your house (or apartment) used to be like

YOU WILL USE THE IMPERFECT FOR ALL OF THESE.