

## SPAN 2312: SPANISH IV

Department of English and Modern Languages  
Angelo State University

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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. 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 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.

**SEE INSTRUCTIONS ON BLACKBOARD FOR HOW TO REGISTER FOR MySpanishLab**

## ASSESSMENT

Chapter exams (2)	30%	Compositions (2)	10%
MySpanishLab (MSL)	20%	Oral Evaluations (2)	10%
Final Exam	20%	Participation/Quizzes	10%

### ***MySpanishLab and Homework Assignments***

Assigned online exercises from **MySpanishLab** will be posted on the calendar on the MySpanishLab site. I have embedded a link directly to this site in Blackboard and you will need to go through that link to access MSL. See Blackboard for Instructions on how to enroll.

### ***Oral Evaluations and In-Class Compositions***

Prompts and information on how to complete these are available on Blackboard.

### ***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.

## POLICIES

### ***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](mailto:michelle.boone@angelo.edu)

**You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://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](http://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.

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

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

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

## SPAN 2312 ORAL EXAM PROMPTS

### EXAMEN ORAL I (Chapter 14)

**Part 1:** Describe your favorite article of clothing. Describe what kind of garment it is. 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.

### 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).

## SPAN 2312 COMPOSITION PROMPTS

### COMPOSICION I (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: 150

### COMPOSICION II (Chapter 14)

**Ten-sentence minimum length for the composition as a whole) (paragraph form):**

**First paragraph:** 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).

**Second paragraph:** Mention which is your favorite musical instrument and which kind of instrument it is (brass, percussion, etc.). Also, name your least favorite instrument. Finally, tell why you believe music to be an important part of life. (Note that this must be about an individual [not a group, though the person may be a part of a group] and that it must be about an instrumentalist [it cannot be about someone who sings but does not also play an instrument].)

Total words: 150

## **Week 1 Goals:**

Get registered for MySpanishLab  
Chapter 13 Vocabulary, Part 1  
Imperfect Subjunctive, conjugating and when to use  
Long-form Possessive Adjectives

### **DUE**

Quizzes 1&2 due Friday, July 15  
First half of Chapter 13 MySpanishLab (see calendar on the site) due Friday, July 15

## **Week 2 Goals:**

Chapter 13 Vocabulary, Part 2  
If/Then Constructions  
Chapter Review  
Exam 1  
Comp 1  
Begin Chapter 14 (details posted soon)

### **DUE**

Quizzes 3&4 due Monday, July 18  
Second half of Chapter 13 MySpanishLab (see calendar on site) due Monday, July 18  
Chapter Review on MySpanishLab site due Tuesday, July 19  
Exam 1 open all day Wednesday, July 20 (each section is timed and must be completed once opened)  
Comp 1, prompt is already in syllabus and on Blackboard. Due Thursday, July 21  
More quizzes and MySpanishLab related to the first part of Chapter 14 (info provided later)