

2013

SPAN 102-74 Elementary Spanish II

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SYLLABUS

Spanish 102 (Elementary Spanish II)
Summer Semester 2013
(3 credits)

Section 74

Class Meetings: 6:00-8:15 p.m.
Instructor: **Amy Huseman**
Office Hours: Before and after the class
E-mail: **huseman@xavier.edu**

Room:

Course Description: This is the continuation of the elementary Spanish sequence. The principal goals of language study are to work toward communication and proficiency while learning about the Spanish speaking world. **Classes are conducted in Spanish.** The majority of each class session will be dedicated to conversation and writing practice, applying the assigned vocabulary and grammar structures to **real situations** and contexts. Educators call this the Flipped Classroom Model, which places greater responsibility on students' preparation and study of grammatical structures and vocabulary **prior** to class sessions. Class activities will take place both in the Language Resource Center, making use of technology, and in the assigned classroom.

Placement: This course is for students **who have credit for Spanish 101 or who have placed into the course through examination.** It is the student's responsibility to enroll in the course which corresponds to placement scores. Please consult with the instructor if you have any other question regarding placement.

Course Objectives: Upon successful completion of this course, you will be able to demonstrate communicative competency in the following areas:

- Understand most Spanish spoken at slower than normal pace, understand some Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension;
- Identify and describe people and places;
- Narrate present and past events and state future plans;
- Perform basic communication tasks, such as: **Black=101, blue=102**
 - Introducing oneself
 - Conducting simple conversations, making plans
 - Describing **daily routines, attire, health, residence** in the present **and the past,**
 - Extending, accepting and declining invitations,
 - **Talking about places and things in the city**
 - **Narrating and telling stories in the past**
 - **Giving instructions to others**
 - **Making comparisons**
 - Expressing future plans
 - Expressing obligations, preferences, intentions
 - Discussing pastimes and having fun
 - Reacting to the actions of others
- Read material related to Spanish speaking cultures;

- Explore Spanish speaking nations with regards to life, family, food, holidays, pastimes, sports, shopping, [daily routine, activities and places in cities and towns, health and medical care, housing and home maintenance](#);
- Examine products, practices, and perspectives of Spanish speaking cultures ([Spain, Argentina, Chile, Ecuador, Peru, Bolivia, Colombia, Venezuela, Uruguay and Paraguay](#)) and the perspectives that underlie each.
- Ask and answer questions on these topics;
- [Write about activities, people and places related to the topics above](#);

These objectives prepare students to meet standard 2b of the Xavier University Modern Language Standard

This course prepares students to meet the following requirements of the **Xavier University Core Curriculum**:

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will recognize the societal, ethical and moral dimensions of discourse, art, information, science and technology
2. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
3. Students will use information and resources responsibly in their communication and research
4. Students will utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

GOAL 6: Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
3. Students will consider perspectives of diverse groups when making decisions
4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance
6. Students will communicate in a foreign language and to read and interpret cultural materials related to the language studied

Required Textbook:

1. **Students continuing from 101 to 102 do NOT need to purchase a textbook.** Since you used *Dicho y Hecho en vivo* 9th edition from last session, you are familiar with using WileyPlus through Blackboard. Your information is active for one year.

However, you do need to purchase an **additional** LinguaMeeting Coaching Live Learning Component Registration Card.

Card ISBN: 9781118338650 – Dicho en vivo Live Learning: 15 Sessions Registration Card

2. Students beginning 102 this semester, who did not take 101 at XU should purchase:

Set ISBN: 9781118590225 – Potowski, Dicho y Hecho: en vivo Edition Beginning Spanish with LinguaMeeting Coaching Live Learning Component for **15 sessions** registration card and WileyPLUS Blackboard Card.

- New students will find a **log on code with the new book**. *Do not misplace this valuable code or the additional envelopes with codes that are there. Also, be sure to save your receipt from the bookstore.* With it, go to Blackboard for Spanish 102 and click on the WileyPlus tab to access the online part of the course. Once you click on Dicho y Hecho you will be prompted to register. Enter your information and the code and proceed. **Need Help Registering?** www.wileyplus.com/go.bb/register

Student Responsibilities:

1. **Bring to class daily at least a 1-1/2" ring binder which contains the Wiley text.** In it should also be:
 - **Sturdy tabs to the chapters** (page reinforcement circles recommended too)
 - **the *Resumen de Vocabulario* and Practice-Handbook for Chapters 12-14**, which you will need to *print off* of Blackboard (Eco tip: no need to print the key as it can be accessed online)
 - *The Expresiones útiles en la clase de español* and *Rules of stress and accenting in Spanish documents sent to you with the student letter email and also found on BB.*
2. **Attend and participate in classes regularly** in the classroom or Language Resource Center (CLC 404).(Consult Attendance and Class Participation Criteria at end of syllabus.)
3. **Attend the two 45" coaching sessions each week for which you have signed up.**
4. **Prepare** readings in textbook per syllabus, online exercises and Practice-Handbook exercises; view PowerPoint presentations posted on Blackboard ***before each class as***

assigned. The professor may or may not collect written homework, but you are responsible for preparing it. *Late work will not be accepted.*

5. **Check email at least daily** for course information, classroom information, assignment modifications and tips.
6. **Follow language learning strategies** supplied by your instructor for greater course success.
7. **Electronic devices should be turned off during class and in backpacks and away from you during testing.** Infractions will be reported to the disciplinary bodies of XU.
8. **Show respect for classmates and instructor** by observing appropriate behavior: i.e. not interrupting or speaking when classmate/instructor is answering or explaining and never laughing at your colleagues' attempts at Spanish.
9. **Take advantage of the instructor's office hours** *as needed.*
10. **Take all tests and exams at scheduled times.** You are responsible for **all** material covered in class, in the text, in the workbook/lab manual, Practice-Handbook, PowerPoints and posted on Blackboard, as well as for schedule changes announced in class or by email.

Testing: There will be 2 written chapter tests, a midterm exam and a comprehensive and cumulative final exam. Dates for the tests and exams are listed on the syllabus. Format will vary. Each of the tests will consist of listening comprehension and written parts. Remember that *each test presumes knowledge of previous material, including that which was presented in Spanish 101, which is included above in the course objectives in black.*

Make-up Policy:

Tests: There will be **no make-ups** for tests. **In verifiable cases of illness or emergency** (problems with work schedule or travel plans are not normally valid excuses,) the grade from the next test will also be counted for the missed one. You are responsible for notifying the teacher before the exam, or as soon as reasonably possible. In no case may you miss more than one test. A second missed test will be recorded as a 0.

Exams: There will be **no individual make-ups** for exams. The mid-term exam will be reviewed in class and in the instructor's office by request. Both exams will be kept in the instructor's office.

Compositions: There will be **3 compositions** to be **written in class** per the instructor’s guidelines. Your compositions should be three good paragraphs in length and contain vocabulary and grammar that reflect objectives of this course.

University policy on Academic Honesty: This policy appears on the XU website and applies to all courses and assignments in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

*Penalties for violations of this policy may include one or more of the following: **a zero for that assignment or test, an “F” in the course, and expulsion from the University”***

Your instructor may use plagiarism detecting software, such as *Turn-It-In*, to review your written assignments. **Help on specific homework from a tutor is also considered a violation** since your work is yours not the tutor’s; tutors can help with general questions and grammatical problems; they are not to correct work that is going to be submitted for a grade. **Copying homework from a classmate, copying from internet sources including translation services, will be considered violations.** As you can see, penalties for violations can be severe, so you are encouraged to **submit only your own work** in all your classes.

Online Coaching Sessions: You will sign up for two 45” **weekly individual or small group** coaching sessions with a trained language instructor from Guatemala. You will practice speaking in a non-threatening environment via advanced technology. Grades are based on attendance and degree of participation.

12/12 sessions-----A	9/12 sessions-----B	6/12 sessions ----C	Less than 3 sessions-----F
11/12 sessions-----A	8/12 sessions-----B	5/12 sessions-----C	
10/12 sessions-----A	7/12 sessions-----B	4/12 sessions-----D 3/12 sessions-----D	

Communication Samples (Charlas): You will be required to demonstrate competency speaking Spanish, according to the course objectives listed above. Guidelines for the **3 Charlas** will be provided by your instructor.

Grading Scale:	100%-93%	A	76%-73%	C
	92%-90%	A-	72%-70%	C-
	89%-87%	B+	69%-67%	D+

86%-83%	B	66%-63%	D
82%-80%	B-	62%-60%	D-
79%-77%	C+	59 and below	F

(Consult Grading Criteria at end of this document)

Evaluation: The final grade will be computed as follows:

Midterm exam.....	15%
Final Examination.....	20%
Tests (2)	10%
Class Participation/Attendance/Homework.....	10%
Online Coaching.....	10%
Compositions (3).....	5%
Communication Samples (3 Charlas).....	15%
Final interview.....	15%

S102 Calendario

DIA FERIADO = *holiday*

EXAMEN PARCIAL=*midterm exam*

- 1 de julio Introducción; Repaso: Descripción personal, los pasatiempos, la familia; Repaso: Mis actividades, deseos, obligaciones, y preferencias;
- 3 **Capítulo 6:** la vida diaria, *Así se forma:* la rutina diaria página 184
Así se forma: las construcciones recíprocas página 196; Cultura: España contemporánea
- 5 **Capítulo 6:** las profesiones; video escenas: la rosa sevillana, Hablando del pasado, págs. 202-206
Los complementos directos, págs. 207-209; Dicho en vivo, págs. 215 A, B
Autopueba en Wileyplus;

COACHING SEMANA 1	CAPÍTULO SEIS: -Las presentaciones	
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	-La rutina diaria	- Dicho en vivo: Para comenzar y Resumen de gramática; pág. 214A - La lengua en vivo: ¡A conocernos!
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- 8 **Prueba 1: Capítulo 6. Capítulo 7:** Por la ciudad págs. 216-221; La ubicación de los lugares, págs., 222-225; Cultura: **Argentina y Chile**, págs. 226-229; **Capítulo 7:** Los adjetivos demostrativos, págs. 230-232
- 10 **Charla 1 (CLC 404);** Capítulo 7: Video Escenas: Y ¿luego fueron al cine? pág. 239; Más acciones en el pasado, págs. 234-238;
- 11 **Composición 1; Capítulo 7:** Cultura: **La plaza en el mundo hispano**, pág. 233; En correos y en el banco, págs. 240-241; **Capítulo 7:** Indicando para quien o a quien.págs. 244-247;

COACHING SEMANA 2	CAPÍTULO SIETE:	 <p>- Dicho en vivo: Para comenzar y Resumen de la gramática pág. 254 - Lengua en vivo: pág. 255A</p>
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- 15 Wileyplus: Autoprueba, Dicho en vivo, págs. 255 A, B
Capítulo 8: De compras págs. 256-260;
Cultura: **Perú, Ecuador y Bolivia**, págs. 270-273
Hablando del pasado págs. 274-76;
- 17 **Composición 2;**
Capítulo 8: Expresando posesión págs. 268-69; Video Escenas: **¿Qué le compro?** pág. 281; Los complementos directos e indirectos, págs. 278-280
- 18 **Capítulo 8:** Las palabras afirmativas y negativas, págs. 282-285;
Dicho en vivo, págs. 291 A, B; *Repaso págs. 214A-215B, 254A-255B, 290A-291B*

SEMANA 3	CAPÍTULO OCHO: -De Compras	 <p>- Dicho en vivo: Para comenzar y Resumen de gramática: págs. 290 A</p>
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22 **EXAMEN PARCIAL** capítulos 6-8; La salud, págs. 292-298;

24 **CHARLA 2 (CLC 404)**

Capítulo 9: Los mandatos, págs. 299-303; Proyecto: Crear un Voki; **Capítulo 9:** Cultura: **Colombia y Venezuela**, págs. 304-306; Así se dice, págs. 307-309; Actividades en el pasado: el imperfecto págs. 310-31

25 **Capítulo 9:** Video Escenas: **Un deporte peligroso** pág. 315; La narración en el pasado págs. 316-317; Dicho en vivo págs. 326 A, B-327 A, B; Autopruueba Wileyplus

SEMANA 4	CAPÍTULO NUEVE: -La Salud	 Prepárate: - Dicho en vivo: Para comenzar y Resumen de la gramática: pág 326 A - La lengua en vivo: pág. 326 B
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29 **Prueba #3Capítulo 9;** Capítulo 10: Así es mi casa, págs. 328-332; Capítulo 10: Así es mi casa, págs. 332-336

31 **CHARLA 3**

Video Escenas: **¡Hazlo tú!** pág. 351; Los mandatos informales, págs. 337-340 **Capítulo 10:** Cultura: **Paraguay y Uruguay**, págs. 341-343;

1 de agosto Mis experiencias: lo que he hecho, págs. 344-347; Video tour: Mi casa; **Capítulo 10:** Las comparaciones, págs. 352-358;

SEMANA 5	CAPÍTULO DIEZ: -Así es mi casa	 Prepárate: - Dicho en vivo: Para comenzar y Resumen de gramática: págs. 364 A- B Dicho en vivo: la cultura en vivo: págs. 365 A
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5 **Composición 3**
Capítulo 10: Lo que había pasado págs. 348-349;

7 Dicho en vivo, págs. 365 A, B

Repaso para el examen final
Entrevistas finales

8

EXAMEN FINAL y Entrevistas finales

SEMANA 6		 -Preguntas para su coach
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