

2016

SPAN 202-01 Intermediate Spanish II

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Spanish 202: Intermediate Spanish II (Fall 2016) M-W-F

Instructor: **Sra. Robin Sotelo**

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Office hours: 10:00 – 10:45 in Schott 908 m-w-f. Also, after 2:00 by appt.

Course Description: This is the fourth semester of a beginning Spanish course for students who have credit in Spanish 201 or have placed in the course by examination after having had *three or more years* of the language in high school. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn to communicate in Spanish (talk with others, express ideas in writing, read and understand what others have written) and learn about the Hispanic world. **All instruction is in Spanish.**

****Please note: All students (2 years or more of the language in high school) are required to take a placement test in the language that they took in high school.** If a student wishes to start a new language, he/she will start with any language in 101. Students wishing to move down to SPAN 201 **will earn elective credit for that level** and will fulfill the requirement with SPAN 202, thus honoring the **original placement of SPAN 202**. In order to change levels the student needs to see the chair of the department or the language coordinator. Please consult with the instructor if you have any other questions regarding placement.

Required Textbooks

Blanco, José A. et al. *Sueña*. 3rd ed. Vista Higher Learning, ISBN 978-1-62680-172-1

This includes the paper textbook, Student Activities Manual and Supersite access code for Supersite Plus and WebSAM.

This class requires technology access to complete online assignments and assessments, and access study tools, media, your scores, instructor-student communication, and more. Therefore, you must purchase a new book, wrapped in plastic, in order to get your code for online work. We will do online work every week.

You spend more if you buy your textbook and access code separately, so shop smart! Used books and books bought on other sites DO NOT include the code. Complete packages can only be found at your bookstore or at vistahigherlearning.com/store.

(Before the 1st day of class, we strongly recommend you go to vhlcentral/help/student-startup to learn how to set up and navigate your new Supersite account.)

Course Objectives: You can expect to have obtained the following skills in increasing depth upon successful completion of the course:

- * You should be able to understand most Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.

- * You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events, and express likes and dislikes. You should also be able to achieve some ability in narrating past and future events as well as expressing hypothetical situations in the present and past.

* You should be able to perform many daily routines, such as making phone calls, telling people to do something, giving advice, recommendations, and suggestions.

* You will gain some experience in reading materials written for the heritage reader.

* You should be able to write and express opinions and feelings about different topics, make comparisons, and discuss literary Hispanic authors, artists and short films from Spain and Latin America.

* In order to achieve these goals class attendance and participation are crucial. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. (Please consult the “Attendance Policy” for further details.)

*Students will demonstrate and understand the relationship between the practices and perspectives of the culture based on the language studied.

*Students will demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

*Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

These objectives prepare students to meet standards 2a and 2b of the Xavier University Modern Language standards.

As a student attending a Jesuit Institution whose motto includes “men and women for others,” you should strive to become a responsible global citizen. Language and culture are inextricably connected, and therefore the geography, history and language of a society shape its culture. At some point during your first two or three years at Xavier, you will immerse yourself in a culture and language other than your own through intermediate-level study of a language, which will lead to greater cross-cultural competency, language proficiency, sensitivity, appreciation, and engagement.

This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objective(s) at the introductory level:

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 2: Students will be critical thinkers

1. Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories

GOAL 3: Students will be creators of new knowledge and expression

1. Students will utilize their imagination and creativity, individually and collectively, to innovate and generate new perspectives to problems
2. Students will create, perform, and produce work that synthesizes technical execution and expressively communicates to its audience

GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies

1. Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today's world
2. Students will recognize and interpret artistic and literary expression

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

1. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
2. 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

Responsibilities of Students

* **Attend and participate in classes regularly.** You will earn a grade for your **active** participation at each class. Coming prepared for class with homework completed and ready to be reviewed in class is imperative. (**Attendance Policy and Class Participation Criteria** are included).

* **Listen and complete all activities** in the listening section of the Manual; **watch the short complete films** and the corresponding exercises.

* **Complete the additional exercises in the text and in the manual.**

* **Prepare the assignments *before class*.** The professor may or may not collect homework exercises from the texts or from the workbook/lab manual; in either case, the student is responsible for preparing them as assigned and turning them in a timely manner. Any penalty for late work will be determined by the instructor. Students will have the opportunity to ask questions about all assignments.

- * **Take all quizzes and exams at scheduled times.** Students are responsible for all material covered in class and in the texts, and for schedule changes announced in class.
- * **Show respect for classmates/instructor** by observing appropriate behavior in class: i.e. refrain from interrupting or speaking when classmate/instructor is answering or explaining.
- * **Electronic devices should be turned off during class or testing.** Infractions will be reported to the disciplinary bodies of XU.

*Please use the lavatory facilities PRIOR to arriving to class, unless, of course, it is an emergency, as entering and leaving are disruptive and distracting to both the instructor and classmates.

*Please do not start packing up before the end of the official class period as others are trying to hear what the instructor or another classmate is trying to say.

*Please do not participate in side discussions during classroom presentations by the instructor or other students. It is considered rude and disrespectful, not to mention you may be missing important information that is being conveyed.

*Please schedule your appointments, expected phone calls, flights, etc., around your courses. If a family member or another person is scheduling a flight for you, be sure that person has a copy of your class schedule. If a given class time is not convenient for you, you should either choose another course or time block or adapt to the time you have chosen.

*Please respect the questions and opinions expressed by other students in the class.

This is a multi-section course, taught by several instructors who share the same course requirements, objectives, syllabus and grading criteria. In other words, all the sections of SPAN202 are the same, except for the differences due to the personality of each individual instructor.

Make-up Policy:

Quizzes: There will be no make-ups for quizzes. In cases of *verifiable and documented* cases of illness and emergency, the quiz after the missed quiz will count twice. If the last quiz is missed due to *verifiable and documented* illness, then the third quiz grade will count for the final quiz grade.

Exams: There will be no individual make-ups for the midterm or final exams. In *verifiable and documented* cases of illness or emergency (problems with work schedule or travel plans are typically not valid excuses), the grade from the next test will count twice. If any problem arises, it is the responsibility of the student to notify the instructor as soon as reasonably possible. In no case may a student miss more than one test. A second missed test would be recorded as a O. There are no make-ups for the final exam.

Compositions: There will be no individual make-ups for compositions. In cases of *verifiable and documented* cases of illness and emergency, the composition after the missed composition will count twice.

Homework: There will be no individual make-ups for homework assignments. If you will not be present when an assignment is due, please make sure you turn the assignment in by class time (by giving it to another student or leaving it for the professor, for example). If you are not present when homework is assigned, please make sure you contact the professor or another student to get the next class day's assignment.

Testing: There will be **four lesson quizzes, a midterm exam, and a final examination** on material covered in class. Dates for the quizzes and exams are listed in the syllabus. Quizzes and exams will cover the material assigned in the textbook as well as additional material covered in class. Format will vary but each test will consist of oral and written parts.

Speaking test: The speaking test will occur in one of two formats: **A 10-15 minute interview** in Spanish with your instructor; or a **Voice Board** activity. You will be asked to speak on a variety of topics, including those covered in the course. This activity will take place at the end of the semester and your instructor will inform you as to which format will be used. Failure to keep your appointment or complete the voice board activity will result in a 0.

Compositions: As indicated, **there will be two compositions** over the course of the semester. The instructor will assign a topic one week before the composition is due (out-of-class) or written (in-class) and you will have the opportunity to correct your mistakes and improve your grade. The composition will be evaluated according to the following criteria:

	Contenido/Comunicación 30 pts posibles	Vocabulario 35 pts posibles	Estructuras 35 pts posibles
Excelente (90-100 puntos)	Cumple y excede requisitos; es especialmente claro, organizado y original; incluye información detallada	Usa vocabulario preciso y variado	Usa una variedad de estructuras para el tópico
Bien (80-89)	Cumple requisitos; es claro y organizado; incluye algo de detalle	Usa vocabulario correcto con alguna variedad	Usa una o más estructuras apropiadas
Aceptable (70-79)	Cumple requisitos; Intenta organización y claridad; incluye información correcta	Usa algo de vocabulario correcto, pero poca variedad	Usa una estructura apropiada; puede intentar otras
Bajo expectativas mínimas (60-69)	No cumple todos los requisitos, pero demuestra intentar la organización; incluye poca información	A veces usa vocabulario correcto	Se ven intentos de usar estructuras correctas
Problemas serios (menos de 60)	No cumple los requisitos; no intenta organizar; incluye poca o ninguna información correcta	Frecuentemente, el vocabulario es incorrecto	No intenta usar estructuras correctas

Corrección de ensayos

Después de la primera versión, tendrás la oportunidad de corregir, re-entregar tu composición y recibir un **máximo** de diez puntos adicionales (si se han corregido todos los errores correctamente). *Es necesario corregir los errores en la composición original y no escribir una composición nueva.* Si no se entrega una versión revisada, recibirás como nota final la primera nota de la composición.

- CG: Cambiar el género (de masculino a femenino o vice versa). / Change gender agreement (from masculine to feminine, or vice versa).
- CN: Cambiar el número (de singular a plural o vice versa). / Change number agreement (from singular to plural, or vice versa).
- CO: Cambiar el orden de la estructura de la oración. / Change the order of the structure of the sentence.
- FA: Falta el acento. / The accent mark is missing.
- FP: Falta una palabra. / A word is missing.

Conj	Conjunción
Prep	Preposición
V	Verbo
Adj	Adjetivo
Pron	Pronombre
Art	Artículo
Sust	Sustantivo

- OFV: Otra forma verbal: Otro tiempo verbal y/o conjugación. / Different verb tense and/or conjugation.
- OP: Otra palabra. / Another word.
- OF: Otra forma (de la misma palabra: usaste un adverbio cuando necesitabas un adjetivo, por ejemplo) / Another form
- ORT: Error de ortografía. / Spelling mistake.
- OV: Buscar otro verbo. / Find another verb.
- ? ¿Qué? Re-escribe la frase. / What? Rewrite the phrase.

Oral Presentation: Throughout the semester you and another student will offer an oral presentation on a cultural topic (indicated on the sign-up sheet). The presentation will revolve around a central thesis: **What do you want to prove/demonstrate with your presentation?** Each group should present for **a minimum of 10 minutes (maximum of 15)** and **each student should participate equally**. The presentation should introduce new vocabulary, use visual media (such as Power Point), and be as interactive as possible. The instructor will offer grading criteria and additional information on this assignment in class. The rest of the class is responsible for the material covered in the presentation, as it may appear on a quiz and/or exam. The individual grade will be determined as follows: Grammar and grammatical structures (30%), Fluency (20%), Vocabulary (20%), Pronunciation (20%), and Preparation (10%). A list of dates and topics will be distributed by your professor.

Evaluation: The final grade will be determined as follows:

Oral Presentation (Individual grade)	5%	Participation/Attendance	15%
Oral Interview/Voice Board	10%	Midterm Exam	10%
Compositions (2)	10%	Pruebas (4)	20%
Homework	10%	Final Exam	20%

Grading Scale			
100%-93%	A	76%-73%	C
92%-90%	A-	72%-70%	C-
89%-87%	B+	69%-67%	D+
86%-83%	B	66%-60%	D
82%-80%	B-	Below 60	F
79%-77%	C+		

Calendario

22 de agosto	Introducción; Lección 1: <u>Sentir y vivir</u> , págs. 2-5
24	Lección 1: Corto: <i>No Me Ama</i> , págs. 6-11
26	L. 1: Sueña: Estados Unidos, 12-13; 14-17; The present tense , 18-21
29	L 1: Ser y estar , 22-25; Gustar and similar verbs , 26-30
31	L 1: Cultura: Corriente latina, 31-34; Neruda: <i>Poema 20</i> , 35-38
2 de sept.	Lección 2: <u>Vivir en la ciudad</u> , 40-43; Prueba 1: Lección 1
5	FESTIVO – NO HAY CLASE
7	L 2: Corto: <i>Adiós mamá</i> , 44-49; The preterite , 56-59
9	L 2: Sueña: México, 50-51; 52-55; Composición 1
12	L 2: The imperfect , 60-63; The preterite vs. the imperfect , 64-69
14	L 2: Cultura: Juchitán: ...69-72; Lectura 74-75 y/o tiempo para repasar
16	Lección 3: <u>La influencia de los medios</u> , 78-81; Prueba 2: Lección 2
19	L 3: Corto: <i>Encrucijada</i> , 82-87
21	L 3: Sueña: El Caribe, 88-89, 90-93; The subjunctive in noun clauses , 94-96
23	L 3: The subjunctive , 97-99; Object pronouns , 100-103
26	L 3: Commands , 104-108;
28	L 3: Cultura: Ritmos del Caribe, 109-112
30	L 3: Cutillas, <i>La desesperación de las letras</i> , 113-117, repaso para el mid-term
3 de oct.	Midterm Examination: Lecciones 1-3, págs. 2-116
5	Lección 4: <u>Generaciones en movimiento</u> , 118-121
7	FESTIVO – NO HAY CLASE
10	L 4: Corto: <i>El rincón de Venezuela</i> , 122- 127
12	L 4: Sueña: Centroamérica, 128-129, 132-133;
14	The subjunctive in adj. clauses págs.134-137
17	Composición 2
19	L 4: Reflexive verbs , 138-14
21	L 4: Por and para , 142-146

24	L 4: Cultura: La herencia de los mayas, 147-150
26	L 4: Monterroso: <i>El eclipse</i> , 151-154
28	Lección 5: Las riquezas naturales , 156-159; Prueba 3: Lección 4
31 de nov.	L 5: Corto: <i>Raíz</i> , 160-165
2	L 5: Sueña: Los Andes, 166-167; 168-171
4	L 5: The future , 172-175
7	L 5: The conditional , 176-179
9	L 5: Relative pronouns , 180-184
11	L 5: Cultura: La selva amazónica, 185-188
14	L 5: Sábines: <i>La luna</i> , 189-192
16	Lección 6: <u>El valor de las ideas</u> , 194-197; Prueba 4: Lección 5
18	L 6. Corto: <i>Hiyab</i> , 199-203
21	L 6. Sueña: Chile: 204-209;
23	FESTIVO
25	FESTIVO
28	L 6: The subjunctive in adverbial clauses , 210-213
30	L 6: The past subjunctive , 214-217
2 de dic.	L 6: Comparatives and superlatives , 218-222
5	L 6: Cultura: Chile. Dictadura y democracia, 223-226
7	L 6: Valladares: <i>Tinta</i> , 227-231
9	Repaso

Examen final: 12-16 de diciembre (lunes-viernes): Capítulos 1-6 ---Consult Fall Course Schedule for final exam date.

Calendario de presentaciones orales (exact dates to be determined by instructor)

- ___ de agosto The Immigration Reform Bill of 2013:
_____ y _____
- ___ de sept. *Maquiladoras* along the U.S.-Mexico border:
_____ y _____
- ___ de sept. Origins of the Cuban Revolution:
_____ y _____
- ___ de sept. Puerto Rico: ¿Independence, Statehood or Commonwealth?
_____ y _____
- ___ de sept. Tensions along the border of Haiti and the Dominican Republic:
_____ y _____
- ___ de octubre The Sandinista Government in Nicaragua (1979-1990):
_____ y _____
- ___ de octubre The Panama Canal: History and Conflict:
_____ y _____
- ___ de octubre Poverty and Wealth in Perú:
_____ y _____
- ___ de nov. Socialism in Bolivia Today:
_____ y _____
- ___ de nov. Michelle Bachelet, President of Chile:
_____ y _____
- ___ de nov. Nationalism in Cataluña
_____ y _____

CRITERIA FOR CLASS PARTICIPATION

Superior: 90-100 points

I greeted people and took leave using Spanish expressions

I used English only after asking permission and after I attempted to express myself in Spanish

I listened attentively when others spoke and showed respect for my peers

I actively participated in all activities and discussions and had a positive attitude

I came prepared to class everyday

My presence made a positive impact on getting tasks done

Average: 76-88 points

I greeted people and took leave using Spanish expressions

I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful

I occasionally used English, especially in pair work or without first attempting to express myself in Spanish

I showed interest in activities and **participated, though sometimes passively rather than actively**

I generally came prepared to class

Unsatisfactory: 60-74 points

I used more English than Spanish in class

I did not pay active attention during activities

I was often distracting and disrespectful of my peers

I was frequently unprepared for class

My presence in group work had little impact on accomplishing the task

I seldom participated

Not enough to evaluate: 0 points

I used English in class

I did not complete my homework assignment

I did not pay attention during activities

I slept, read the newspaper, did homework, etc., during activities

I came to class late or left early

I never participated

ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty as it appears in the Web site. This policy applies to all courses 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.

DEPARTMENT OF MODERN LANGUAGES ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students’ skills can be evaluated only if they are in class. Therefore, we will allow **no absences without penalty**. Any absence will result in a loss of 3% *per absence* from the student’s final course **participation** grade. Attendance will be accurately documented to ensure fairness in

enforcement. If a student is more than **5 minutes late, he/she will be counted as absent**. If you have a long distance to walk immediately before our class, please let the professor know. Students are **strongly discouraged** to schedule appointments or interviews during class time.

There is a strict **no make-up policy**. A grade of zero will be given for any missed work.

OVERALL GRADING CRITERIA

A - VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.

Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.

Ease of expression.

Makes every effort to use the target language in class.

Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.

Virtually free of significant errors in syntax and good use of verbs.

Wide range of vocabulary, including idiomatic usage.

High level of fluency with strong attempts at more complicated structures.

High level of comprehension in listening and reading activities.

Good intonation and largely accurate pronunciation with slight accent.

Demonstrates understanding of and appreciation for cultural differences.

B - GOOD

Clearly demonstrates competence AT THIS LEVEL.

Meaningful, appropriate responses orally and in writing with sufficient detail

Good command of the language.

Makes a good effort to use the target language; avoids using English in class.

Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.

Few errors of syntax and appropriate use of verbs.

Above-average range of vocabulary.

Good idiomatic usage and little awkwardness of expression.

Good level of comprehension in listening and reading activities.

Good fluency with some attempts at more complicated structures.

Acceptable intonation and pronunciation with distinctive accent.

Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.

Speaks and writes with some detail, but not sufficient.

Comprehensible but strained expression; halting, may self-correct.

Makes some effort to use the target language in class.

May have frequent errors in orthography and other conventions of the written language.

Many word-order errors. Some attempts at organization, but with confused sequencing.

Some serious errors in syntax and some successful correction. Frequent errors in complex structures.

Some fluency but hesitant. Pronunciation does not interfere with communication.

Understands main elements when listening and reading.

Moderate range of vocabulary and idiomatic usage. Few anglicisms.

Errors in intonation and pronunciation with heavy accent.
Demonstrates some understanding and of appreciation for cultural differences.

D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.

Attempts to translate or use English; avoids using or speaking in the target language.

Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures. Limited grammatical structures and lack of organization.

Unfinished answers due to lack of resources. Generally, narrow responses.

Limited fluency. Poor pronunciation and it interferes with communication.

Narrow range of vocabulary and of idiomatic usage.

Pervasive errors of orthography may be present. Excessive word-order errors.

Little control of syntax and frequent anglicisms.

Occasional redeeming features such as correct advanced structure.

Very little understanding when listening and reading.

Errors in intonation and pronunciation that interfere with listener's comprehension.

Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.

Irrelevant or incomprehensible answers orally and in writing.

Unacceptable from almost every point of view.

Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.

Few vocabulary resources. Little or no sense of idiomatic usage.

Practically no understanding of target language when listening and reading.

Severe problems with orthography that may interfere with written communication.

Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201 etc.)