



Spa 1101-02 FALL 2015

Dr. William Keeth
Belknap 207B
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570-662-4605 or 570-662-4581
[Class Schedule](#)
[Office Hours](#)

Required material:

Texts:

Zayas-Bazan, Eduardo et al. *¡Arriba!: Comunicación y cultura*, 6E. Upper Saddle River, NJ: Prentice Hall, 2011.

Other Resources:

[My Spanish Lab](#) (Course ID: **CRSKLIF-6048819**)
[Desire2Learn](#)
[Spaleon](#)
[Conjugemos.com](#) (Class ID = 9274)

Suggested Material:

Miscellaneous:

A spiral notebook (class journal)
Flashcards (verb and vocabulary drill)

Texts:

Castillo, Carlos, et. al. *The University of Chicago Spanish Dictionary*. Chicago: U of Chicago P, 2002.

Lacasa, Jaime. *The Complete Handbook of Spanish Verbs*. Lincolnwood, Ill.: Passport Books, 1984.
Spinelli, Emily. *English Grammar for Students of Spanish*. Ann Arbor, Mich.: Olivia and Hill Press, 1998.

Butt, John. *Spanish Grammar*. New York : Oxford UP, 1996.

Overview of course:

This course is designed for students who have little to no experience studying Spanish (two or less years of High School Spanish). In this *college-paced* course students will develop fundamental communicative skills in Spanish (speaking, listening, reading, and writing). Every student is expected to practice these skills daily (both in class, online, and at home). During the course, students will encounter a variety of activities with a *cultural focus*. The format of class evaluations will assess student *performative* communication skills and *cultural awareness*. Daily homework and laboratory work will be assigned.

Student Learning Outcomes:

Every Spanish course is designed to help students meet the New General Education Learning Outcomes for Global Perspectives Option 1. The Specific Course Learning Outcomes mentioned below represent only one segment in a sequence of language courses that is designed ultimately to fulfill General Education requirements. In order to receive credit for completing the New GE Outcomes, students in 1000 or 2000 level language courses may not take the course as “pass/fail”.

At the professor’s discretion, certain assignments may be anonymously collected during this course and used to assess student completion of any of the SLOs mentioned below. Collected items may include: (1) written exams, (2) reading assignments, (3) writing assignments, and (4) video-taped oral presentations.

Spa 1101 Student Learning Outcomes (SLOs)		Concomitant SLOs	
		General Education	
Listening	L1 Recognize and understand short, learned utterances.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	
	L2 Understand simple questions, statements, high-frequency commands and courtesy statements		
Speaking	S1 Reproduce learned phrases.		
	S 2 Use vocabulary that allows you to meet simple, elementary needs and express basic courtesies.		
	S3 Return simple conversation in casual talks, classroom discussions, dialogues, group work and questions.		
Reading	R1 Recognize the alphabet and syllabic writing system.		
	R2 Use guessing/prediction strategies.		
	R3 Recognize grammatical forms learned in class		
	R4 Identify contextualized words and cognates.		
	R5 Read with understanding shorts texts.		
Writing	W1 Reproduce familiar words or phrases from memory.		
	W2 Build written or verbal messages in Spanish that reflect class activities and the fundamental skills of communication that are introduced in class.		
Culture	C1 Recognize and reproduce culturally relevant information and demeanor.		Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.
	C2 Recognize and understand cultural overviews of the Hispanic world presented in short reading texts.		Meets Global Perspectives Option 1 Goal > demonstrate sufficient reading comprehension in the language of the target culture
	C3 Identify the basic characteristics that distinguish the Spanish speaking cultures.	Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.	
	C4 Identify mayor cultural and socio-historical aspects of the Hispanic world (countries, capitals and geographical location, costumes, food, art and music).		
Technology	T1 Utilize technology and information sources to access news and other historical or cultural information	None	

System of Evaluation			
Standards of Measurement		Criteria and Weight	SLO Relationship
Performance Description	Grade	Percentage	
Excellent	A	93 > 100 %	L1-2, S1-3, C1, C4
	A-	90 > 92 %	All SLOs
Good	B+	87 > 89 %	T1, W1-2, C1-4
	B	83 > 86 %	L1-2, R1-5, W1-2, C1-4
Satisfactory	B-	80 > 82 %	L1-2, R1-5, W1-2, C1-4
	C+	77 > 79 %	Oral Presentation
Marginal	C	73 > 76 %	5% S1-2, C1, C4
	C-	70 > 72 %	Final Listening Exam
Failing	D+	67 > 69 %	5% L1-2, C1, C4
	D	63 > 66 %	Final Exam
	D-	60 > 62 %	25% L1-2, R1-5, W1-2, C1-4
	F	0 > 59 %	
		Total	100%

Important Dates	
September 18 th , 2015– Quiz 1	October 16 th , 2015– Midterm
November 13 th , 2015– Quiz 2	November 30 th and December 2 nd , 2015– Oral Presentations
December 4 ^h , 2015 – Final Listening Exam	December 9 th , 2015—Final Exam—1:00 PM

Quizzes, Midterm, Final Exam:

Students MUST take each quiz, Midterm, and Final Exam on the day scheduled for examination. If a student is absent from any quiz, Midterm, or Final Exam, then s/he will receive a zero (unless the student has made a **prior** arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority **no later than** the first class period after the excused absence). *The Midterm Exam and Final Exam will be comprehensive and accumulative in content.*

Students with a 93.1% or higher cumulative course grade (following the Final Listening Exam), will excused from taking the Final Exam (written portion). The idea of “dropping of low exam or quiz scores” does NOT exist in this course nor does extra credit.

Homework and Lab Activities:

It is the student’s responsibility to complete and maintain a record for each homework or lab activity assigned in class or electronically through the [MySpanishLab](#) site. Any homework assignment or lab activity should be submitted in a timely manner allowing the professor and students to track student progress and give/receive feedback. Any assignment that is turned-in late will not count for homework credit. *If you have problems using the electronic media, please consult with the instructor ASAP.* Not knowing how to use the media or incorrectly registering the media will not be accepted as an excuse for late homework.

D2L Discussion Board:

Please, refer to Dr. Keeth's Discussion Board in [D2L](#) for a description and example of the weekly Discussion Board entries that each student must turn in. Each weekly assignment is graded "Pass" or "Fail", where "Pass" equals 1pt and "Fail" equals 0pts. For instance, in a ten week semester there would be ten points possible. At his discretion, the professor may assign extra points for exceptional entries.

Oral Presentations:

Please, refer to the Oral Presentations Guide: [Part 1](#) / [Part 2](#). Students need to make their Oral Presentations on the day scheduled for this examination. (Please refer to the [MU Attendance Policy](#) regarding the legitimate conditions for a make-up).

Class Participation:

Regular and punctual class attendance is expected. In order for an absence to be considered "excused" a student *must* document any illness, serious mitigating circumstances, or official university representation. Any "unexcused" absence will result in a 15% reduction in the student's final Participation grade at the end of the semester.

Class participation to be evaluated in accordance with the [General Guidelines for Class Participation](#) and in accordance with the system of [Peer Scoring of Class Participation](#). Students will receive participation scores from their peers as well as the professor (60% professor, 40% peers). Any partial absence (over 15 minutes) will result in a maximum score of 2.5 for the day.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. If a student has doubts about a form or degree of academic dishonesty, s/he should consult with the professor outside of class. Cheating can result in the failure of the course or the notification of the Office of the Provost. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

Copyright:

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression: software, music, books, magazines, journals, photographs, articles, etc. For more information on Copyright please consult the [Mansfield University Copyright Information website](#).

Student Consumer Rights and Responsibilities:

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended. The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their

educational experiences. Mansfield University strives to serve its students fairly and equitably. The Mansfield University [HEA website](#) provides an inclusive list by topic of student consumer rights and responsibilities.

Title IX and Protection of Minors Legislation:

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. [Dia Carleton](#) serves as Mansfield University's Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence include: [Sexual Discrimination and Misconduct Policy](#) , [Title IX Resources](#), [Sexual Misconduct Victims' Bill of Rights](#). Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age when the abuse allegedly occurred). *No exceptions* apply to this reporting obligation. Mansfield University's Protection of Minors policy is available [here](#).

The Syllabus:

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade*. Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity.

Students Requesting Academic or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University's Disability Advisor in the [Department of Academic and Human Development](#) (141 South Hall, Phone: 662-4436) as soon as possible. After meeting with the Disability Advisor, s/he will send a letter identifying appropriate interventions. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements in this letter.