



# Spanish 1102

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[Class Schedule](#)  
[Office Hours](#)

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## Required material:

### *Texts:*

Hershberger, Robert. *Viajes, Introducción al español + Ilrn Heinle Learning Center Printed Access Card*.  
Cengage Learning, 2013.

### *Other Resources:*

[Heinle Learning Center](#) (Course: **Spa 1102-01 Fall 17**, Code: **MCTA438**)  
[Desire2Learn](#)  
[Spaleon](#)  
[Conjuguemos.com](#)

## Suggested Material:

### *Miscellaneous:*

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

### *Texts:*

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.

## Overview of course:

This course is designed for students who have already had some experience studying Spanish (between two to three years of High School Spanish). In this *college-paced* course, students will continue to develop beginning level speaking, listening, reading, and writing skills--our point of departure being those skills acquired in Spanish 1101. Every student is expected to practice daily (both in class and at home). During the course, students will encounter a variety of activities with a *cultural focus*. For this reason, the format of class evaluations may assess both student communicative skills and cultural awareness. Students should expect daily homework and laboratory assignments.

## Course Design and Student Learning Outcomes:

This beginning level Spanish course is intended to help students meet the Student Learning Outcomes for the General Education Global Perspectives Option 1 sequence. It can also help students prepare to enter the World Languages and Cultures Program. For students that have taken Spa 1101, this course represents the final segment of the GEN ED Global Perspectives Option 1 sequence. For students interested in the World Language and Cultures Program, this course serves as the prerequisite of entry.

Note: students completing the GEN ED sequence 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 GEN ED SLOs mentioned below. Collected items may include: (1) written exams, (2) reading assignments, (3) writing assignments, and even (4) video-taped oral presentations.

Spa 1102 Student Learning Outcomes (SLOs)		Concomitant GEN ED SLOs
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 this proficiency level in each area.
	L2 Understand simple questions, statements, high-frequency commands and courtesy statements	
Speaking	S1 Be able to participate in basic communicative exchanges relying heavily on learned utterances.	
	S 2 Create more lengthy or spontaneous dialogue by using a recombination of learned structures.	
	S3 Use vocabulary that allows you to meet simple, elementary needs, express basic courtesies, and talk about family.	
	S4 Return simple conversation in casual talks, classroom discussions, dialogues, group work and questions.	
Reading	R1 Recognize vocabulary words geared toward common survival situations.	
	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 Write simple, fixed expressions and limited memorized material and some recombination thereof (lists, short messages, or simple notes/paragraphs)	
	W2 Build written or verbal messages in Spanish that reflect class activities and the fundamental skills of communication that are introduced in class (writing related to daily life)	
	W3 Supply information on simple forms and documents.	
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	Class Participation	10%	L1-2, S1-3, C1, C4
Excellent	A	93 > 100 %	Homework	10%	All SLOs
	A-	90 > 92 %	D2L Discussion	5%	T1, W1-2, C1-4
Good	B+	87 > 89 %	2 Quizzes	20%	L1-2, R1-5, W1-2, C1-4
	B	83 > 86 %	Midterm	25%	L1-2, R1-5, W1-2, C1-4
	B-	80 > 82 %	Oral Presentation	5%	S1-2, C1, C4
Satisfactory	C+	77 > 79 %	Final Listening Exam	5%	L1-2, C1, C4
	C	73 > 76 %	Final Exam	20%	L1-2, R1-5, W1-2, C1-4
	C-	70 > 72 %	Total	100%	
Marginal	D+	67 > 69 %			
	D	63 > 66 %			
	D-	60 > 62 %			
Failing	F	0 > 59 %			

Important Dates	
September 22 <sup>nd</sup> , 2017—Quiz 1	October 9 <sup>th</sup> , 2017—Midterm
November 20 <sup>th</sup> , 2017—Quiz 2	December 4 <sup>th</sup> and 6 <sup>th</sup> , 2017—Oral Presentations
December 8 <sup>th</sup> , 2017—Final Listening Exam	December 11 <sup>th</sup> 1:00 PM—Final Exam

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 [Heinle Learning Center](#) 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 or lab assistant ASAP. Not knowing how to use the media or incorrectly registering the media will not be accepted as an excuse for late homework.

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).

### 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.

### 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:

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the appropriate Dean. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#) and the Academic Dishonesty Form may be accessed here or from the [Academic Affairs website](#).)

### 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.

### 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. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. 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. This [MU website](#) provides an inclusive list by topic of student consumer rights and responsibilities.

### Title IX and Protection of Minors Legislation: Reporting Obligations

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 comply with Title IX of the Educational Amendments of 1972 and guidelines 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 incidents of sexual violence that a student communicates during classroom discussion, in a writing assignment, or as part of a research project. [Kacy Hagan](#) 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 can be found in the [MU Sexual Discrimination and Misconduct Policy](#), the [Title IX Resources](#) webpage, and the [Sexual Misconduct Victims' Bill of Rights](#).

#### *Protection of Minors Requirements:*

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, under 18 years of age when the abuse allegedly occurred, to [Kacy Hagan](#), according to the university's [Protection of Minors Policy](#). No exceptions apply to this reporting obligation.

### 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 Services for Students with Disabilities (SSD) Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 570/662-4436) as soon as possible. It is recommended that students contact the SSD Coordinator during the first two weeks of classes in order to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. The Coordinator will arrange to provide your professors with a suitable letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the Coordinator will also clarify appropriate arrangements.