



# Spa 1102

Dr. William Keeth  
Belknap 110-C  
wkeeth@mansfield.edu  
570-662-4605 or 570-662-4581  
[Class Schedule](#)  
[Office Hours](#)

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## Required material:

### *Texts:*

Zayas-Bazan, Eduardo et al. *Arriba: Comunicación y cultura*. Upper Saddle River, NJ: Pearson Hall, 2008.

### *Other Resources:*

[My Spanish Lab](#) (Class Code = CRSCDIJ-55702)

[Modern Language Learning Center](#)

[Spaleon](#)

[Conjuguemos.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 had some experience studying Spanish (between two to three years of High School Spanish). In this *college-paced* course, we will continue to develop beginning speaking, listening, reading, and writing skills--our point of departure being those skills acquired in Spanish 1101. Every student is expected to practice these skills daily (both in class 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 communicative skill and cultural awareness. Daily homework and laboratory work will be assigned.


Specific Course Learning Outcomes	Textbook Timetable
<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>○ Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding</li> <li>○ Understand simple questions, statements, high-frequency commands and courtesy statements.</li> </ul> </li> <li>• Speaking: <ul style="list-style-type: none"> <li>○ Be able to participate in basic communicative exchanges relying heavily on learned utterances.</li> <li>○ Create more lengthy or spontaneous dialogue by using recombinations of learned structures.</li> <li>○ Use vocabulary that allows you to meet simple, elementary needs, express basic courtesies, and talk about family.</li> <li>○ Return simple conversation in casual talks, classroom discussions, dialogues, group work and questions.</li> </ul> </li> <li>• Reading: <ul style="list-style-type: none"> <li>○ Recognize the alphabet and syllabic writing system.</li> <li>○ Use guessing/prediction strategies.</li> <li>○ Recognize grammatical forms learned in class</li> <li>○ Identify contextualized words and cognates.</li> <li>○ Interpret written language in areas of practical need.</li> <li>○ Recognize vocabulary words geared toward common survival situations.</li> </ul> </li> <li>• Writing: <ul style="list-style-type: none"> <li>○ Write simple, fixed expressions and limited memorized material and some recombinations thereof.</li> <li>○ Supply information on simple forms and documents.</li> <li>○ Build written or verbal messages in Spanish that reflect class activities and the fundamental skills of communication that are introduced in class.</li> <li>○ Improve spelling accuracy.</li> </ul> </li> <li>• Culture: <ul style="list-style-type: none"> <li>○ Recognize and reproduce culturally relevant information and demeanor.</li> </ul> </li> </ul>	 <p>The diagram is a 2x2 grid of blue rounded rectangles. The top-left quadrant is labeled 'Repaso', the top-right is 'Chp 4', the bottom-left is 'Chp 5', and the bottom-right is 'Chp 6'. A central white rounded rectangle is connected to the center of each of the four quadrants by a thin white line.</p>

### General Education Assessment and Requirements:

Every Spanish course fulfills the General Education Distribution requirements for Group II “Languages and Literature”. In order to maintain this GE qualification, students in 100 or 200 language level courses may not take the course as “pass/fail”.

What is more, students will be asked to demonstrate their communication, analytical thinking, and writing skills in this course. The assignments that will be collected for GE assessment purposes during this course will include: (1) written exams and (2) video-taped oral presentations.

Important Dates	
February 12 <sup>th</sup> , 2010– Quiz 1	March 5 <sup>th</sup> , 2010– Midterm
April 2 <sup>th</sup> , 2010– Quiz 2	April 26 <sup>th</sup> and 28 <sup>th</sup> , 2010– Oral Presentations
April 30 <sup>th</sup> , 2010– Final Listening Exam	May 5 <sup>th</sup> , 2010 10:15 a.m.– Final Exam

System of Evaluation																																			
Standards of Measurement	Criteria and Weight																																		
 <table border="1"> <thead> <tr> <th>Performance Description</th> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Excellent</td> <td>A</td> <td>93 &gt; 100 %</td> </tr> <tr> <td>A-</td> <td>90 &gt; 92 %</td> </tr> <tr> <td rowspan="2">Good</td> <td>B+</td> <td>87 &gt; 89 %</td> </tr> <tr> <td>B</td> <td>83 &gt; 86 %</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>B-</td> <td>80 &gt; 82 %</td> </tr> <tr> <td>C+</td> <td>77 &gt; 79 %</td> </tr> <tr> <td>C</td> <td>73 &gt; 76 %</td> </tr> <tr> <td rowspan="2">Marginal</td> <td>C-</td> <td>70 &gt; 72 %</td> </tr> <tr> <td>D+</td> <td>67 &gt; 69 %</td> </tr> <tr> <td rowspan="2">Falling</td> <td>D</td> <td>63 &gt; 66 %</td> </tr> <tr> <td>D-</td> <td>60 &gt; 62 %</td> </tr> <tr> <td></td> <td>F</td> <td>0 &gt; 59 %</td> </tr> </tbody> </table>	Performance Description	Grade	Percentage	Excellent	A	93 > 100 %	A-	90 > 92 %	Good	B+	87 > 89 %	B	83 > 86 %	Satisfactory	B-	80 > 82 %	C+	77 > 79 %	C	73 > 76 %	Marginal	C-	70 > 72 %	D+	67 > 69 %	Falling	D	63 > 66 %	D-	60 > 62 %		F	0 > 59 %	Class Participation	10%
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	Homework	10%																																	
	2 Quizzes	20%																																	
	Midterm	25%																																	
	Oral Presentation	5%																																	
	Final Listening Exam	5%																																	
	Final Exam	25%																																	
	<b>Total</b>	<b>100%</b>																																	

#### 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 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).

#### 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.

#### The Syllabus:

This syllabus serves as a contractual agreement. 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 with “exceptionalities”:

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should contact Mr. William Chabala in our [Counseling Center](#) (143 South Hall, Phone: 662-4695; [mwchabala@mansfield.edu](mailto:mwchabala@mansfield.edu) ). Mr. Chabala will provide the professor with the appropriate letter and materials that will enable him to serve each student’s particular needs more effectively. If a student has an exceptionality that requires class or testing accommodations, Mr. Chabala will work with the student and the professor to identify and implement appropriate interventions.