



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

Spa 2202

Required material:

Texts:

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

Other Resources:

[Heinle Learning Center](#) (Course: **Spa 2202-01-S18**, Code: **BBDC936**)
[Desire2Learn](#)
[Spaleon](#)
[Conjuguemos.com](#)

Suggested Material:

Miscellaneous:

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

Texts:

Butt, John. *Spanish Grammar*. New York: Oxford UP, 1996.
Keenan, Joseph J. *Breaking out of Beginner's Spanish*. Austin: U of Texas P, 1994.
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:

SPA 2202 is an intermediate level Spanish language course designed for students who have had significant experience studying Spanish in High School and have already completed Spa 2201 at the university level. In this *college-paced* course students will continue develop all four language skills in Spanish (speaking, listening, reading, and writing), as well as, increase their understanding and appreciation of the Hispanic cultures. Students are expected to practice each communicative skill daily (both in class, online, and at home). The format for evaluation will reflect this same concentration. During class, emphasis will be placed on *performative communication*. A student's willingness to prepare for and participate in each of the three weekly classes will advance his/her development in Spanish and will also allow the class to explore a richer variety of activities and cultural situations. The course will be entirely taught in Spanish.

Student Learning Outcomes:

While the lower level Spanish courses (Spa 1101 and Spa 1102) are designed principally to help non-majors fulfill the General Education Learning Outcomes for Global Perspectives Option 1, this course is geared towards helping Spanish majors and minors meet the prerequisite of entry level of the World Languages Program. Be that as it may, this course can be combined with another sequential course in Spanish and serve as substitute for lower level Spanish course sequence, allowing non-majors with more experience to explore more advanced levels of Spanish. For instance, students that have taken Spa 2201 can use this course represents the final segment of the GEN ED Global Perspectives Option 1 requirement. In order to receive credit for completing the General Education Outcomes, students in 1000 or 2000 level language courses may not take the course as “pass/fail”.

As in other lower-level courses in the Spanish Program, students will continue to progressively develop their level of skill in speaking, reading, writing, and listening in the target language in this course, while at the same time begin to explore literary texts, their genres, literary devices, historical and cultural background, and significance for readers today. Although many of these literary skills and analytical tools will only be honed in courses designed with a specific literary focus, this course will foment the principal skills needed for this higher skill development.

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 even (4) video-taped oral presentations.

Spa 2202 Student Learning Outcomes (SLOs)		Concomitant SLOs	
		Program Level Learning Objectives	General Education
Listening	L1 Can understand information conveyed in simple, sentence-length speech on familiar or everyday topics and can gather meaning from simple, straightforward speech.	PLO 1 requires majors to understand and speak the target language at an intermediate-high or advanced-low level of proficiency. This course should help students achieve the minimal level of this listening and speaking competency.	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. Before beginning this course, students should have already reached this level in all these areas. This course can be used as a substitute for lower level courses, but must be taken as part of a two course same-language sequence.
	L2 Begin to understand the supporting details in connected discourse (for instance, news stories, explanations, descriptions, etc.)		
Speaking	S1 Can handle successfully a variety of uncomplicated communicative tasks in straightforward social situations.		
	S 2 Can express personal meaning by means of combining or re combining known conversational elements.		
	S3 Have developed interpersonal skills in Spanish that enable them to communicate information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.		
	S4 Have begun to link ideas, manipulate time and aspect, and use communicative strategies, such as circumlocution.		
Reading	R1 Are able to understand messages found in highly familiar, everyday texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums.		
	R2. Begin to understand sequencing, time frame, and chronology.		
	R3 Recognize grammatical forms learned in class		
	R4 Identify contextualized words and cognates.		

Writing	W1 Can use writing to address practical needs, such as simple messages and letters, requests for information, and notes.		
	W2 Have mastered simple compositions related to daily routine and personal interests and have begun to explore compositions written in time frames other than the present		
Culture	C1 Demonstrate the ability to perceive, recognize, and appreciate cultural differences.	PLO3 requires majors to be able to comprehend, analyze, and communicate the significance of linguistic and cultural practices in settings where Spanish is spoken. This course helps students establish an important communicative segment of this cultural competency.	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 many 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	None

System of Evaluation			
Standards of Measurement		Criteria and Weight	SLO Relationship
Performance Description	Grade	Percentage	
	Excellent	A	93 > 100 %
Good	A-	90 > 92 %	
	B+	87 > 89 %	
	B	83 > 86 %	
	B-	80 > 82 %	
Satisfactory	C+	77 > 79 %	
	C	73 > 76 %	
	C-	70 > 72 %	
Marginal	D+	67 > 69 %	
	D	63 > 66 %	
	D-	60 > 62 %	
Failing	F	0 > 59 %	
		Total	100%

Important Dates	
February 2 nd , 2018—Quiz 1	February 23 rd , 2018—Midterm
April 6 th , 2018—Quiz 2	April 23 rd and 25 th , 2018—Oral Presentations
April 27 th , 2018—Final Listening Exam	May 3 rd , 2018 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.

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:

For Final Oral Presentation, students will choose a Hispanic country and prepare a 5 minute memorized *cultural briefing* about a custom, historical moment, culture practice, or tradition of the selected Hispanic community. Each briefing will need to be constructed in the format of a cultural or historical news segment aimed at a mature student audience (for instance, a cultural biography, a visit to an archeological site, an interview with an environmentalist working on an environmental project, an analysis of a cultural symbol, or an exposé of five key historical events, etc.). During the cultural briefing, students must demonstrate an enduring quality of the Hispanic community and compare some aspect of the culture with their own. Students should incorporate a PowerPoint presentation in their briefing and must avoid “reading” any segment of their briefing. Students will be penalized for relying on the written text versus memorized information.

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. MU's Academic Integrity Policy can be found at <http://www.mansfield.edu/academicaffairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-AcademicIntegrity-Violations-Rev-3-09.pdf> and the Academic Dishonesty Form may be accessed here or from the Academic Affairs website.

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: <http://mansfield.libguides.com/copyright>.

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.

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 following MU website provides an inclusive list by topic of student consumer rights and responsibilities: <http://mansfield.edu/HEA/>

Title IX and Protection of Minors Legislation: Reporting Obligations

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. Frank Crofchick (570-662-4342, fcrofchi@mansfield.edu) 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 is set forth at:

<http://www.mansfield.edu/title-ix/upload/Title-IX-Policy-FINAL-7-2016.pdf>;

<http://www.mansfield.edu/title-ix/resources.cfm> (Title IX Resources), and

<http://www.mansfield.edu/title-ix/bill-of-rights.cfm> (Sexual Misconduct Victims' Bill of Rights). Reports of Title IX matters should be directed to titleix@mansfield.edu.

Protection of Minors Requirements:

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, to the Human Resources Office (570-662-4893) as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at <http://www.mansfield.edu/hr/protection-of-minors.cfm>.

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.