

Required material:

Texts:

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

Other Resources:

[My Spanish Lab](#) (CRSCDV4-93785)
[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.

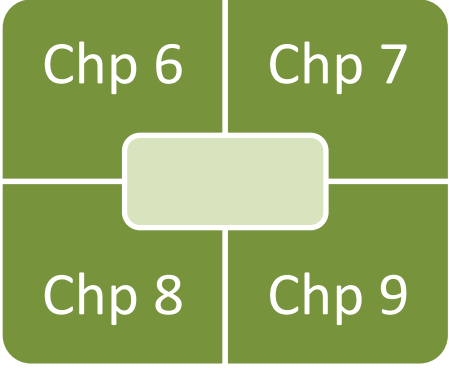
Lacasa, Jaime. *The Complete Handbook of Spanish Verbs*. Lincolnwood, Ill.: Passport Books, 1984.

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 significant experience studying Spanish (three or four years of High School Spanish) or have completed Spa 1102. In this *college-paced* course, we will continue to develop beginning speaking, listening, reading, and writing skills. 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"> • Listening <ul style="list-style-type: none"> ○ Able to understand sentence-length utterances on a variety of topics (basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping). ○ Begin to understand conversation that is not always face-to-face. • Speaking: <ul style="list-style-type: none"> ○ Successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. ○ Talk simply about self and family members and participate in simple conversations on topics beyond the most immediate needs. ○ The length of your ability to participate in a conversation increases. • Reading: <ul style="list-style-type: none"> ○ Read texts dealing with a variety of basic and social needs, texts that have a clear underlying internal structure, or texts with straightforward descriptions of persons, places, and things written for a wide audience. • Writing: <ul style="list-style-type: none"> ○ Can write short, simple letters about personal preferences, daily routine, everyday events, and other topics grounded in personal experience. ○ Express present time and at least one other time frame. • Culture: <ul style="list-style-type: none"> ○ Recognize and reproduce culturally relevant information and demeanor. 	 <p>The diagram shows a 2x2 grid of green boxes. The top-left box is labeled 'Chp 6', the top-right 'Chp 7', the bottom-left 'Chp 8', and the bottom-right 'Chp 9'. A white rounded rectangle is centered in the middle of the grid, overlapping all four boxes.</p>

Modern Language Program Outcomes and the New General Education Program Learning Outcomes:

Every Spanish course is designed to meet both the Modern Language Program Outcomes and the New General Education Learning Outcomes for Global Perspectives. The Specific Course Learning Outcomes mentioned above represent only one segment in a sequence of language courses that is designed ultimately to enable students to meet with the [Modern Language Program Learning Outcomes](#) and the [New GE Outcomes](#) (for more information regarding these outcomes please click the appropriate link).

During their studies in the Spanish Program, students will progressively develop their level of skill in speaking, reading, writing, and listening in the target language, 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, all of the Spanish courses foment the principal skills needed for this higher skill development. Intense and in depth literary comprehension is impossible without the fundamental


reading skills and cultural recognition skills that are provided in each Spanish language course. 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”.

The assignments that will be collected during this course and used to assess student completion of the New GE Outcomes will include: (1) written exams , (2)reading assignments, and (3) video-taped oral presentations.

PDE Foreign Languages Standards:

Every Spanish course is designed to meet the Pennsylvania Department of Education’s Standards for Foreign Language study. In order to understand how each activity completed in this course meets with these standards, each activity on the Class Calendar has been coded according to the PDE Foreign Language Standard that it fulfills. A list of these codes can be found [here](#).

Important Dates	
Sept. 23 rd , 2011– Quiz 1	Oct. 21 st , 2011– Midterm
Nov. 11 th , 2011– Quiz 2	Dec. 5 th and 7 th , 2011– Oral Presentations
Dec. 9 th , 2011– Final Listening Exam	Dec. 14 th , 2010 – 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 > 100 %</td> </tr> <tr> <td>A-</td> <td>90 > 92 %</td> </tr> <tr> <td rowspan="2">Good</td> <td>B+</td> <td>87 > 89 %</td> </tr> <tr> <td>B</td> <td>83 > 86 %</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>B-</td> <td>80 > 82 %</td> </tr> <tr> <td>C+</td> <td>77 > 79 %</td> </tr> <tr> <td>C</td> <td>73 > 76 %</td> </tr> <tr> <td rowspan="2">Marginal</td> <td>C-</td> <td>70 > 72 %</td> </tr> <tr> <td>D+</td> <td>67 > 69 %</td> </tr> <tr> <td rowspan="2">Failing</td> <td>D</td> <td>63 > 66 %</td> </tr> <tr> <td>D-</td> <td>60 > 62 %</td> </tr> <tr> <td>F</td> <td>0 > 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 %	Failing	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%																																	
Total	100%																																	

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:

For Final Oral Presentation, students will choose a Hispanic country and prepare a 5 minute memorized speech about their country of choice (describe one of its customs, traditions, or historical figures or trends). During the speech, students will need to compare different historical moments to the present, either to show an evolution or continuance in cultural practice. Students are encouraged to use PowerPoint presentations, but must avoid “reading” their report right off the PowerPoint slides.

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. Any form of cheating may result in failure of the course. (For more additional information concerning academic honesty and university policy, please, consult policy listed at: <http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/> under “Academic Integrity Policy.”).

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 Special Needs:

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with Mr. William Chabala in our Counseling Center (143 South Hall/ Phone: 662-4695; e-mail wchabala@mansfield.edu) to provide me with an appropriate letter, so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.