



Dr. William Keeth
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[Class Schedule](#)
[Office Hours](#)

Spa 2202

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](#) (Class Code = **CRSCDRX-491939**)

[Modern Language Learning Center](#)

[Spaleon](#)

[Conjuguemos.com](#) (Class ID = 9274)

Suggested Material:

Miscellaneous:

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

Texts:

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

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

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:

Every Spanish course is designed to help students meet the Modern Language Program Outcomes, the Pennsylvania Department of Education’s Standards for Foreign Language study, and the NCATE Proficiency Standards. Although the lower level courses, Spa 1101 and Spa 1102, are principally designed to help non-majors fulfill the New General Education Learning Outcomes for Global Perspectives Option 1, this course may be combined with another sequential course and be used as a substitute for this requirement. Although the Specific Course Learning Outcomes mentioned below may represent the final segment of language courses used by non-majors to fulfill General Education requirements in essence they serve as a springboard for more advanced learning for language minors/majors. 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”.

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 SLO	General Education	PDE Standards	NCATE
Listening	L1 Can understand information conveyed in simple, sentence-length speech on familiar or everyday topics and can gather meaning from simple, straightforward speech.	All of the Listening, Speaking, Reading, and Writing SLOs in Spa 2202 course represent another step in a tiered course structure that is designed to help BA and BSE majors reach the ADVANCED level of the target language consistent with the National Standards for Foreign Language Education (NCATE) by the end of their program of study. Upon completing this course students will not fulfill in their entirety any of the Program Level SLOs related to listening,	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.	None	After completing this course students will reach at least the level of proficiency ACTFL qualifies as INTERMEDIATE-MID in all the areas of Listening, Speaking, Reading, and Writing. NCATE requires BSE students to reach ADVANCED-LOW level of oral proficiency before graduating.
	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.			1A	
	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.			None	
	R2. Begin to understand sequencing, time frame, and chronology.				
	R3 Recognize grammatical forms learned in class				

	R4 Identify contextualized words and cognates.	speaking, reading, writing, or phonology.			
Writing	W1 Can use writing to address practical needs, such as simple messages and letters, requests for information, and notes.			1A	
	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.	Although students will acquire and demonstrate basic skills necessary to analyze and compare cultures and practices of the target cultures with their own culture, they will fulfill very few Program Level SLOs related to situating a culture in its historical framework or understanding literary texts in a cultural framework.	Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.	1E	This course's SLOs related to culture (C1-4) help students reach Standard 2.1, 3.2, and 4.1 of the Standards for Foreign Language Learning advocated by ACTFL. No proficiency levels have been developed for these goals as of yet.
	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	1F	
	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	Students will be encouraged to read news headlines and use cultural information to prepare their homework and oral presentations; nevertheless, this represents only a modest step towards meeting the Program Level SLO related to Technology and Language Acquisition.	None	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 %	
Satisfactory	B	83 > 86 %	
	B-	80 > 82 %	
Marginal	C+	77 > 79 %	
	C	73 > 76 %	
Failing	C-	70 > 72 %	
	D+	67 > 69 %	
	D	63 > 66 %	
	D-	60 > 62 %	
	F	0 > 59 %	
		Class Participation	10%
		Homework	10%
		2 Quizzes	20%
		Midterm	25%
		Oral Presentation	5%
		Final Listening Exam	5%
		Final Exam	25%
		Total	100%
			L1-2, S1-4, C1, C4
			All SLOs
			L1-2, R1-4, W1-2, C1-4
			L1-2, R1-4, W1-2, C1-4
			S1-4, C1, C4
			L1-2, C1, C4
			L1-2, R1-4, W1-2, C1-4

Important Dates	
February 22 nd , 2013– Quiz 1	March 15 th , 2013– Midterm
April 19 th , 2013– Quiz 2	May 6 th and 8 th , 2013– Oral Presentations
May 10 th , 2013– Final Listening Exam	May 13 th , 2013 – Final Exam for Spa 1101-02 May 15 th , 2013 – Final Exam for Spa 1101-03

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.

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:

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 the MU [Academic Integrity Policy](#)).

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 with Special Needs:

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](#) (144 South Hall, Phone: 662-4695; 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.