

Spa 2225

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

Required material:

Texts:

Iguina, Zulma y Eleanor Dozier. *Manual de gramática: Versión en español*. Boston: Heinle, Cengage Learning. 2011.

Suggested Material:

Miscellaneous:

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

Overview of course:

SPA 2225 is a transition course between the intermediate and advanced level Spanish courses. It provides intensive Spanish grammar review and practice by returning to topics covered in lower level Spanish courses and approaching them in a more detailed manner. It will also introduce other major aspects of Spanish grammar not previously covered. The course will emphasize the foundations of grammar and their expression in conversation, writing, and reading.

In this course students are expected to increase their grammatical competency and command, as well as, work towards developing a more complex grammatical expression. During the semester students will learn to recognize and review their own personal grammatical obstacles. As students study the formal aspects of the Spanish language, they are expected to learn and use grammatical terminology. It is assumed that students in this course have already learned basic concepts in previous Spanish classes and are prepared to study grammar at a more advanced and detailed level. The format of the class will be a flexible combination of explanations, exercises, and review/reinforcement activities.

Modern Language Program Outcomes and the New General Education Program 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 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 2225 Student Learning Outcomes (SLOs)		Concomitant SLOs			
		Program Level SLO	General Education	PDE Standards	NCATE
Listening	L1 Can recognize how each cultural context determines grammatical usage/accuracy when engaged in face-to-face conversations or listening to highly contextualized messages or to instructions—thus, becoming more aware of the differences between Spanish and English.	All of the Listening, Speaking, Reading, and Writing SLOs in Spa 2225 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, speaking, reading, writing, or phonology.	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 only 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-HIGH 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 Can derive substantial meaning from complex discourse typically understood by Advanced-level listeners, although there often will be gaps (for instance: news stories, explanations, instructions, anecdotes, or descriptions).				
Speaking	S1 Begin to create with the language when talking about familiar topics related to their daily life.			1A	
	S2 Can produce sentence-level language, ranging from discrete sentences to strings of sentences, and utilize the grammatical concepts studied in this course correctly.				
	S3 Can narrate and describe in all major time frames using connected discourse of paragraph length.				
Reading	R1 Can read more complex texts, but will rely heavily on contextual clues.			None	
	R2. Can recognize contextualized words, cognates, and grammatical forms learned in class in readings and identify their corresponding grammatical function.				
	R3 Begin to understand textual sequencing, time frame, chronology, and tone.				
	R4 Can understand textual descriptions and narration, although there will be occasional gaps in meaning.				
Writing	W1 Can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs.			1A	
	W2 Can narrate and describe in different time frames when writing about everyday events and situations.				
	W3 Can utilize the grammatical structures studied in the course correctly in their writing and spell accurately.				
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	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

	C2 Recognize and understand cultural overviews of the Hispanic world presented in short reading texts.	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 > demonstrate sufficient reading comprehension in the language of the target culture	1F	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.
	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																																		
 <table border="1"> <thead> <tr> <th>Performance Description</th> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Excellent</td> <td>A</td> <td>93 > 100 %</td> </tr> <tr> <td>A-</td> <td>90 > 92 %</td> </tr> <tr> <td>B+</td> <td>87 > 89 %</td> </tr> <tr> <td rowspan="2">Good</td> <td>B</td> <td>83 > 86 %</td> </tr> <tr> <td>B-</td> <td>80 > 82 %</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>C+</td> <td>77 > 79 %</td> </tr> <tr> <td>C</td> <td>73 > 76 %</td> </tr> <tr> <td>C-</td> <td>70 > 72 %</td> </tr> <tr> <td rowspan="2">Marginal</td> <td>D+</td> <td>67 > 69 %</td> </tr> <tr> <td>D</td> <td>63 > 66 %</td> </tr> <tr> <td>Falling</td> <td>D-</td> <td>60 > 62 %</td> </tr> <tr> <td></td> <td>F</td> <td>0 > 59 %</td> </tr> </tbody> </table>	Performance Description	Grade	Percentage	Excellent	A	93 > 100 %	A-	90 > 92 %	B+	87 > 89 %	Good	B	83 > 86 %	B-	80 > 82 %	Satisfactory	C+	77 > 79 %	C	73 > 76 %	C-	70 > 72 %	Marginal	D+	67 > 69 %	D	63 > 66 %	Falling	D-	60 > 62 %		F	0 > 59 %	Class Participation	10%
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	Homework	10%																																	
	2 Exams	20%																																	
	Midterm	25%																																	
	4 Writing Assignments	10%																																	
	Final Exam	25%																																	
	Total	100%																																	

Important Dates	
February 22 nd , 2013 – Exam 1	March 1 st , 2013 – Writing Assignment 1
March 15 th , 2013 – Midterm	March 29 th , 2013 – Writing Assignment 2
April 19 th , 2013 – Exam 2	April 26 th , 2013 – Writing Assignment 3
May 10 th , 2013 – Writing Assignment 4	May 15 th , 2013 – Final Exam

Exams, Midterm, Final Exam:

Students MUST take each Exam, Midterm, and Final Exam on the day scheduled for examination. If a student is absent from any Exam, 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 the Final Exam will be comprehensive and accumulative in content. The idea of “dropping of low exam or quiz scores” does NOT exist in this course nor does extra credit.

Homework:

It is the student’s responsibility to complete and maintain a record for each homework activity assigned in class. All assignments are to be turned in electronically. All homework assignments 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.

Writing Assignments:

Throughout the semester, students will write a series of short compositions modeled in the likes of a “Letter to a friend”. The theme for each one page typed composition (Times Roman 12, 1 ½ spaced) will be announced one week prior to the due date of each composition. In these short compositions, students are expected to demonstrate a mastery of the grammatical structures they have been learning and will be graded according to these expectations. Any limitations or specifications regarding grammatical content will be discussed prior to the composition due date.

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.