Department of Languages, Cultures, and Communication

Spanish 231.003, Fall 2017

Dr. Gabriela Miranda-Recinos

Office: LAN 231
Ferguson 175
MW: 2:30-3:45 p.m.
Office Hours: MW 11:00 a.m.-12:30 p.m. & 3:45-4:00 p.m., T: 3:30 p.m. – 5:00 p.m. or by appointment.

Phone office # 468-2417

E-mail: mirandag@sfasu.edu or D2L email

The AARC: will have Susan Groce and Jasmine Adams tutoring for SPA 231 at the walk-in tables. Please secure an appointment through mySFA system.

231. Intermediate Spanish I (SPAN 231) Continued development of oral expression and listening comprehension with increased emphasis on reading and writing skills. Prerequisite: C in SPA 132 or equivalent.

Organization: This course will study Lesson 13 through Lesson 18 of your textbook.

THE COURSE: Spanish 231 is an intermediate Spanish course. It continues the program initiated in the first year courses (131-132). The course is designed to deepened students’ understanding and experience of the Spanish language through for elemental components: speaking, listening reading and writing. This class will provide an opportunity to appreciate and comprehend diverse cultural aspects related to the Spanish Speaking world.

STUDENT LEARNING OUTCOMES: Over the course of SPA 131, 132, and 231, students will acquire the following:

1. Communication Skills: Communicate in Spanish, both in person and via technology, within the following modes:

   Interpretive communication (reading, listening/viewing):
   • Derive meaning from messages and texts using listening, reading and viewing strategies
   • Comprehend and interpret information in authentic messages and informational texts
Interpersonal Communication (speaking, listening/viewing, reading and writing):

- Negotiate meaning using requests, clarifications and conversation strategies
- Interact with others in Spanish using culturally appropriate language and gestures on familiar and some unfamiliar topics
- Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics

Presentational Communication (speaking and writing):

- Convey meaning using writing processes and presentation strategies
- Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines

2. Appreciation and Understanding of Hispanic Culture: Gain and use knowledge and understanding of the target culture:

- Analyze and describe relationships among products, practices and perspectives and compare them across cultures

PROGRAM LEARNING OUTCOMES (Intermediate Level): In addition to helping students develop skills in speaking, reading, writing and listening comprehension in Spanish, and providing them with a better understanding and appreciation of Hispanic culture, SPA 231 will also demonstrate the more general ability to:

- Communicate effectively by developing and expressing ideas through written and oral communication.
- Think critically, which includes the ability to analyze, evaluate, and synthesize information about the history, culture, family, and artistic production of the Spanish-speaking world.
- Work as part of a team, by demonstrating the ability to consider different points of view and to work effectively with others, supporting a shared purpose or goal.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

General Education Core Curriculum Objectives/Outcomes: 1) To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation. 2) To understand the importance of
specifying audience and purpose and to select appropriate communication choices.
3) To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication. 4) To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. 5) To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the development of exposition and argument. 6) To engage in a variety of readings, (fiction and nonfiction) to develop writing skills.

REQUIRED TEXTBOOK:


WITH SUPERSITE PLUS CODE (w/WEB SAM + VTEXT)*

Authors: Blanco & Donley Publisher: Vista Higher Learning

MUST HAVE A Spanish-English Dictionary

Review Grammar Web Site: www.studyspanish.com

Additional materials provided by instructor.

GRADING: Grades will be calculated according to the following scale. Grades are not curved. (100-90%) A, (89.9-80%) B, (79.9-70%) C, (69.9-60%) D, and (59.9% and below) F. Every assignment grade is posted on D2L.

<table>
<thead>
<tr>
<th>Grading</th>
<th>%</th>
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<tbody>
<tr>
<td>Class preparedness (exercises before class) and in-class participation</td>
<td>10</td>
</tr>
<tr>
<td>Online Homework: Supersite Plus</td>
<td>15</td>
</tr>
<tr>
<td>Lesson quizzes (pruebas) (4x 2.5%)</td>
<td>10</td>
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<tr>
<td>Readings (4 x 2.5%)</td>
<td>10</td>
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<tr>
<td>Final Conversation with a partner</td>
<td>15</td>
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<tr>
<td>Exam # 1</td>
<td>20</td>
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<td>Exam # 2</td>
<td>20</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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EXAMS: There will be a total of 2 exams throughout this session. The dates of these exams are included in this syllabus. The exams validate the comprehension of the material that has been studied. The exams are formatted as follows: listening,
reading comprehension, grammar and re-writes. Exams reflect concepts learned during the week, as well as your overall understanding of previously learned material. If you arrive late to an exam and miss the listening comprehension section, it will not be repeated. There are no make-up exams.

**ONLINE HOMEWORK: Supersite Plus** You will complete assignments and assessments posted on VHL Central. These exercises are geared towards promoting a deeper understanding of the target language, grammatical structures, vocabulary, and culture. To prepare for each activity read the lesson in your e-book or textbook. Note that most activities will guide you to the correct pages in the text. Assignments have to be completed online by the dates specified in the Vista Higher Learning website for the Spanish section in which you are enrolled. You will not have access to the online exercises after the posted deadline. No late assignment or make-up sections will be accepted.

**LESSON QUIZZES:** During the course of the semester you will complete lesson quizzes on the content of the material discussed in class.

**READINGS:** Throughout the semester you will have to read a series of short stories and complete comprehension and interpretation activities.

**FINAL CONVERSATION WITH PARTNER:** In order to evaluate you in the acquisition of Spanish you will be required to participate in an oral conversation with a partner.

**PARTICIPATION and PREPAREDNESS:** In order to succeed in any Spanish course, the following should be taking into account: daily attendance, arriving on time, coming to class prepared, and ready to interact with your professor and classmates only in Spanish.

- “Participation consists of the assessment of the quality of the student’s contributions to the class and language learning.” If you appear not to be prepared to interact in the target language, your grade will reflect this (preview and review materials and complete exercises). If you, on the other hand, are prepared and do not participate your grade will be affected similarly. As a professor, I expect that students will engage in this course in all areas that help them improve their language learning.

- Your participation grade will be evaluated through the preparation of materials and in-class discussions. As a university student you should strive in every class meeting to: have an understanding of the material being discussed, cooperate in all assigned activities with classmates, do your utmost to provide qualitative feedback during peer review sessions, actively participate in class discussions, display a civil, courteous and polite attitude toward your professor and classmates. Reasons that will contribute to lower your participation in class are: arriving late, leaving early, coming to class unprepared, disruptive behavior, unwillingness to participate in classroom
activities or communicate in Spanish.

**ATTENDANCE: Remember language is not learned in isolation.** Attendance to this course is mandatory. For this course students are allowed 2 absences at their discretion. These absences could be for university-sponsored events, a religious observance, illness or family related events or emergencies. However, once the two absences are surpassed for any of the reason stated above, students lose a total of 1% of your final grade (per absence), unless other arrangements are made with Dr. Miranda-Recinos immediately. If you must miss class for any reason, you will still be responsible for all assignments due.

**CLASS CONDUCT:** There is a University policy that forbids any eating and drinking in the classroom. These activities interfere with the normal functioning of the class, and should be avoided. Electronic devices: Please SILENCE all electronic devices before entering class.

- **Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**ATTENDANCE POLICY:**

Students are expected to attend all classes, laboratories, and other activities on a regular and punctual basis. **Attendance policies will be stated in the course syllabus.** For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

**Excused Absences** Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Students missing classes, other than university-sponsored trips, may contact the **Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s).** The notification is not an
excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

If participating in university-sponsored events, announcements in mySFA constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice-president for academic affairs, this information will be posted on mySFA.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Cross Reference:** General Bulletin; Student Handbook and Activities Calendar; Military Service Activation (6.14); Tex. Educ. Code §§ 51.911-.9111; 19 Tex. Admin. Code §§ 4.4, .9

**The AARC and The LRC**

**TUTORS & WALK-IN TABLES:** The students at SFA are privileged to have access to an excellent free tutoring service for Spanish through the LRC and the AARC. Although, I strongly urge any student having difficulty to see me for help, the AARC and the LRC can offer assistance as well.

**When can I use the on campus tutoring service?** For assistance with workbook exercises. Your tutor cannot give you responses directly but may point you in the right direction. For assistance with 131, 132 and 231 level web activities. For help reviewing for tests and general review. For input on assignments already graded by instructor. You may NOT however seek assistance on graded assignments that you will turn in again for points in the class.

**When can I not use the AARC or LRC?** For assistance in portfolio writing or typed compositions. For assistance with presentations. For assistance with oral portfolios. Note that it is YOUR responsibility and not that of any tutor or native speaker to know when you can and cannot seek their assistance. Remember, all assignments must be 100% your own. In any other instance this will be treated as academic dishonesty. If you are unclear on these policies, please see your instructor.

**Academic Integrity (A-9.1) Original Implementation: Unpublished**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Procedure for Addressing Student Academic Dishonesty**

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.

3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student’s record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade.

4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University.

**Student Appeals** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Cross Reference:** Student Handbook; Academic Appeals by Students (6.3); and Course Add/Drop (6.10)

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**WITHHELD GRADES Course Grades Policy (5.5):** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>(Aug. 28 &amp; Aug. 30)</td>
<td>Presentación del curso. Repaso de verbos en subjuntivo Capítulo 12</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td></td>
<td></td>
<td>W: Capítulo 12 repaso de formas gramaticales</td>
<td>Tarea: Test your knowledge. Check Vistas website for detailed information</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>(Sept. 4 &amp; 6)</td>
<td>M: Lesson 13: “La naturaleza” vocabulario &amp; pp. 442-448 sección cultural</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td></td>
<td></td>
<td>W: Lesson 13: “La naturaleza” pp. 452-455</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td><strong>Week 3:</strong></td>
<td>(Sept. 11 &amp; 13)</td>
<td>M: Lesson 13: “La naturaleza” pp. 456-460</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td>W: Lecturas culturales y discusiones</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td><strong>Week 4:</strong></td>
<td>(Sept. 18 &amp; 20)</td>
<td>M: Lesson 14: “En la ciudad” vocabulario pp. 476-78, ejercicios de comprensión</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td>W: Lesson 14: “En la ciudad” Ejercicios de comprensión pp. 486-489.</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td><strong>Week 5:</strong></td>
<td>(Sept. 25 &amp; 27)</td>
<td>M: Lesson 14: “En la ciudad” Ejercicios de comprensión y pp. 490</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td></td>
<td></td>
<td>W: Lesson 14: “En la ciudad” Ejercicios de comprensión pp. 493</td>
<td>Tarea: Check Vistas website for detailed information</td>
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<td><strong>Week 6:</strong></td>
<td>(Oct. 2 &amp; 4)</td>
<td>M: Hacer los ejercicios y la pruebita</td>
<td>Tarea: Check Vistas website for detailed information</td>
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Week 7: (Oct. 9 & 11)
Tarea: Check Vistas website for detailed information
Tarea: Check Vistas website for detailed information

Week 8: (Oct. 16 & 18)
Tarea: Check Vistas website for detailed information
W: EXAM # 1

Tarea: Check Vistas website for detailed information

Week 9: (Oct. 23 & 25)
M: Lesson 15: “El bienestar” pp. Ejercicios de comprensión
Tarea: Check Vistas website for detailed information
W: Lesson 16: “El mundo del trabajo” Vocabulario y ejercicios de comprensión pp 542-545.
Tarea: Check Vistas website for detailed information

LAST DAY TO DROP COURSE October 25th.

Week 10: (Oct. 30 & Nov. 1)
M: Lesson 16: “El mundo del trabajo” pp. 546-48 ejercicios de comprensión
Tarea: Check Vistas website for detailed information
W: Lesson 16: pp. 552-555 ejercicios de comprensión.
Instrucciones para presentación oral final

Tarea: Check Vistas website for detailed information

Week 11: (Nov. 6 & 8)
M: Lesson 16: “El mundo del trabajo” pp. 556-561 ejercicios de comprensión
Tarea: Check Vistas website for detailed information
W: Hacer ejercicios de comprensión y pruebita  

**Tarea: Check Vistas website for detailed information**

**Week 12: (Nov. 13 & 15)**

M: Lesson 17: “Un festival de arte” pp. 578-80 ejercicios de comprensión  

**Tarea: Check Vistas website for detailed information**

W: Lesson 17: “Un festival de arte” pp. 588-593 ejercicios de comprensión  

**Tarea: Check Vistas website for detailed information**

**Week 13: (Nov. 20 - 25)**

Thanksgiving Holiday Week Nov. 20-25

**Week 14: (Nov. 27 & 29)**

M: Lesson 17: “Un festival de arte” pp. 594-597 ejercicios de comprensión  

**Tarea: Check Vistas website for detailed information**

W: Las actualidades” pp. 612-615 & 622-626 ejercicios de comprensión  

**Tarea: Check Vistas website for detailed information**

**Week 15: (Dec. 4 & Dec. 6)**

M: Final Conversations due  

W: Final Conversations due  

**FINAL EXAM. Friday December 15 @ 10:30 a.m.-12:30 p.m.**