Instructor: Michele R. Whiddon  
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Office Hours: M-F 9:35 – 10:15

Required text: CONECTADOS by Marinelli/Fajardo plus access to iLrn Heinle Learning Center. Website: https://hlc.quia.com/books/ and additional materials provided by instructor.

THIS CLASS REQUIRES TECHNOLOGY ACCESS. THIS IS THE ONLY WAY TO COMPLETE YOUR ONLINE ASSIGNMENTS AND ASSESSMENTS AND TO ACCESS STUDY TOOLS, MEDIA, SCORES, INSTRUCTOR STUDENT COMMUNICATION AND MORE.

SPA 132 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 132 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.

Pre-requisite: C or better in Spanish 131 or equivalent

Student Learning Outcomes:

- Students will be exposed to and actively engage in discussions regarding internet materials and readings from text that relate to the culture of Spanish speaking countries.
- Students will use vocabulary dealing with the following themes in their writing and speaking: La rutina diaria, La comida, Las fiestas and La vivienda
- Students will be able to correctly utilize the following grammatical structures: Reflexive verbs, the preterit tense of regular and irregular verbs, double object pronouns, the passive and the impersonal voice, the preterit vs the imperfect tenses and por and para.
- Students will investigate very simple topics on the Internet in Spanish and record their findings.
Organization: This course will cover lessons 5-8 in CONECTADOS. Students will be assigned readings, web site activities and grammatical exercises to be completed before each class in order to practice the necessary skills in the target language during class time.

Lección 5: The student will be able to describe his/her daily routine, talk about rooms and chores, describe a house and its furnishings, say where things are located, and talk about past actions using reflexive verbs, the preterite tense and direct object pronouns. Emphasis will be placed on writing longer sentences. Cultural focus will be on Guatemala and Honduras.

Lección 6: The student will be able to talk about food, health and nutrition, order food at a restaurant and talk about past events using the preterit tense, ask for and give advice and make generalizations and state opinions using indirect object pronouns, adverbs, and impersonal expressions. Emphasis will be placed on reading and writing strategies. Cultural focus will be on El Salvador and Nicaragua.

Lección 7: The student will be able to talk about clothes, colors and styles, practice making purchases in a clothing store, express actions that have recently taken place, identify souvenirs and describe what they are made of, practice bargaining in the market place using demonstrative adjectives and pronouns, verbs that function like gustar, por and para, and direct and indirect object pronouns. Cultural focus will be on Costa Rica and Panama.

Lección 8: The student will be able to talk about holidays and customs, describe past, present and future celebrations, talk about sporting, cultural, and artistic events, extend and accept or decline invitations, and explore legends and myths and tell stories using the imperfect and preterit tenses. Cultural focus will be on Colombia and Venezuela.

Attendance and Participation: Attendance is imperative. Using Spanish to interact with your instructor and other students in the class is an important aspect of learning the language and cannot be measured by written exams. Therefore a portion of the final grade will depend on class participation. Your participation grade is based on attendance, your attempts to communicate in Spanish whenever possible, regular preparation of all daily assignments, participation in paired and group activities, and arriving to class with all materials prepared. All students are expected to participate actively speaking in Spanish during the class period. Since this class meets three times a week, you must study an adequate amount of time outside of class every day. Classroom attendance accompanied by 30 to 60 minutes of additional study time per day is recommended. Speaking English in class or disrupting the class in any way will result in a poor participation grade. Unexcused absences and tardies will also adversely affect participation averages.

Late Work: No late work will be accepted without approval from your instructor and/or proper documentation submitted from a university sponsor, physician, etc. For documented excused absences, you may make up quizzes, tests, and exams for classes missed. You are encouraged to discuss any missed assignments with your instructor. For these matters, make an appointment before or after class or during office hours.
Class Conduct: All pagers and cellular devices should be silenced during class. They must be put away at all times unless otherwise instructed. Courteous behavior is expected at all times and includes being attentive and respectful to other students during class.

Grading Criteria: Exams: 25%  
Quizzes/Oral Q-A/Compositions: 15%  
MindTap / Participation: 60%  

A = 89.5 - 100  B = 79.5 - 89.4  C = 69.5 - 79.4  D = 59.5 - 69.4

Students must pass Spanish 132 with a 70 or higher to enroll in Spanish 231.

Academic Honesty: Academic dishonesty, cheating and plagiarism will not be tolerated. All students in this class are expected to comply with university policies regarding academic honesty. Any student caught cheating will receive a grade of zero on the assignment and will be reported to the dean of his or her school. All homework should be done on your own. Students are not allowed to use translation programs, native speakers or other students to assist them with assignments. Doing so constitutes academic dishonesty and will be dealt with according to university policy. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic Integrity: Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citation, on an assigned exercise; (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the works or ideas of another person as if they were your own. Examples of plagiarism are: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the works or ideas of an author into one's paper without giving the author due credit.

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, 468-1004 (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/.
Tentative Course Schedule for SPA 132

TB: Textbook, CONECTADOS by Marinelli/Fajardo plus access to iLrn Heinle Learning Center. Website: https://hlc.quia.com/books/ and additional materials provided by instructor.


F Jan17: TB: 174-175 and 177-178, La rutina y las palabras de secuencia y tiempo con los verbos reflexivos. Brief introduction to the use of reflexive pronouns with infinitives and the present progressive tense. Tarea: TB: 179, Paso 1, Gramática B: Los verbos reflexivos en el infinitivo y el presente progresivo and TB: 182-183, Paso 2, Vocabulario: Cuartos y quehaceres. Complete MindTap activities and review using the online text and resources. Learn vocabulary related to rooms and chores now.

At this point the class will be truly “flipped”. In a flipped class you will begin each lesson online before meeting with me in class. This allows us to use the language actively during class time. I will address any questions you have about what you have previewed at the beginning of class if needed. The benefits of this approach are numerous. As you are already familiar with the material, class time will be used to help reinforce what you have studied on your own. The extra time allows us to actually use the language to communicate helps and develop fluency. Vocabulary is reinforced in class which helps with retention, and listening and speaking becomes the focus of class time rather than grammatical explanations and repetition of words. When time allows, I will go over the upcoming material briefly in class before you see it in the textbook/online.


W Jan29: TB: 194-195, **Paso 3, Vocabulario: Casas.** Introduction to ir, ser, tener, hacer in the preterit and the uses of the preterit tense. **Tarea:** TB: 196-197 and 199, **Paso 3, Gramática A & B: El pretérito de ir, ser, hacer y tener and Los usos del pretérito.** Complete related MindTap activities.

F Jan31: TB: 200-201 and review for **Test 1.**

M Feb03: **TEST 1, Tarea:** TB: 210-211, **NUESTRO MUNDO, El Salvador y Nicaragua,** TB: 212-213, **Paso 1, Vocabulario: Las comidas** and complete MindTap activities.

W Feb05: TB: 214-215, **Paso 1, Vocabulario.** Introduction to indirect object pronouns. **Tarea:** TB: 216, **Paso 1, Gramática A: Los pronombres de complemento indirecto.** Complete related MindTap activities.

F Feb07: TB: 217-218, **Paso 1, Gramática A: Los pronombres de complemento indirecto.** **Tarea:** TB: 219-220, **Paso 1, Gramática B: El pretérito de los verbos irregulares and related MindTap activities.**

M Feb10: TB: 220-221, Paso 1, Gramática B, El pretérito de los verbos irregulares. **Tarea:** TB: 222-223, **Paso 2, Vocabulario: El restaurante and related MindTap activities.**

W Feb12: TB: 224-225, **Paso 2, Vocabulario: El restaurante.** Introduction to the preterite of -ir stem changing verbs. **Tarea:** TB: 226-227, **Paso 2, Gramática A: Los verbos con cambios de raíz en el pretérito and related MindTap activities.**

F Feb14: TB: 227-228, **Paso 2, Gramática A: Los verbos con cambio de raíz en el pretérito.** **Tarea:** TB: 229, **Paso 2, Gramática B: Resumen del pretérito and related MindTap activities.**

M Feb24: TB: Repaso del pretérito y los pronombres de complemento indirecto con preguntas de repaso. Oral Q-A.

W Feb26: TB: Quiz: El pretérito y repaso. **Tarea:** TB: 232-233, **Paso 3, Vocabulario: Salud y nutrición y completar las actividades de MindTap.**

F Feb28: TB: 234-235, **Paso 3, Vocabulario: Salud y nutrición.** Introducción a las expresiones impersonales. **Tarea:** TB: 236, **Paso 3, Gramática A: Las expresiones impersonales y completar las actividades de MindTap.**

M Mar02: TB: 237-238, **Paso 3, Gramática A: Las expresiones impersonales.** Introducción a los adverbios. **Tarea:** TB: 239-240, **Paso 3, Gramática B: Los adverbios y completar las actividades de MindTap.**
W Mar04: TB: 240-241, **Paso 3, Gramática B: Los adverbiaios.** Tarea: Estudiar para el examen 1, capítulos 5 y 6.

F Mar06: Repaso de los capítulos 5 y 6 para el examen. Tarea: Estudiar para el examen 1, capítulos 5 y 6.

M Mar09: **EXAMEN 1, Capítulos 5 & 6.** Tarea: TB: 250-251 y 252-253, NUESTRO MUNDO: Costa Rica y Panamá y Paso 1, Vocabulario: La ropa y el estilo y completar las actividades de MindTap.

W Mar11: TB: 254-255, **Paso 1, Vocabulario: La ropa y el estilo.** Tarea: TB: 256-257, **Paso 1, Gramática A: Los adjetivos y los pronombres demostrativos** y las actividades de MindTap.

**March 13-16: Mini Break / No classes**

W Mar18: TB: 257-258, **Paso 1, Gramática A: Los adjetivos y los pronombres demostrativos.** Introducción a los verbos que funcionan como gustar. Tarea: TB: 259-260, **Paso 1, Gramática B: Los verbos como gustar** y las actividades de MindTap.

F Mar20: TB: 260-261, **Paso 1, Gramática B: Los verbos como gustar.** Tarea: TB: 262-263, **Paso 2, Vocabulario: Vamos de compras** y las actividades de MindTap.

M Mar23: TB: 264-265, **Paso 2, Vocabulario: De compras.** Introducción a por y para. Tarea: TB: 266, **Paso 2, Gramática A: Por y para** y las actividades de MindTap.


F Mar27: TB: 270-271, **Paso 2, Gramática B: El presente perfecto de indicativo.** Tarea: TB: 272-273, **Paso 3, Vocabulario: El mercado de artesanías y la tarea de MindTap.**


W Apr01: TB: 277-278, **Paso 3, Gramática A: Repaso de los pronombres de complemento directo e indirecto.** Introducción al uso de los pronombres juntos. Tarea: TB: 279, **Paso 3, Gramática B: Los pronombres de complemento directo e indirecto usados juntos** y las actividades de MindTap.
F Apr03: TB: 280-281, **Paso 3, Gramática B: Los pronombres de complemento directo e indirecto juntos.** Repaso para la prueba.

M Apr06: **PRUEBA, Capítulo 7.** Tarea: TB: 290-291 y 292-293, **NUESTRO MUNDO: Colombia y Venezuela, Paso 1, Vocabulario: Los días festivos; las actividades MindTap.**

W Apr08: TB: 294-295, **Paso 1, Vocabulario: Los días festivos.** Introducción al se impersonal y pasivo. **Tarea: TB: 296, Paso 1, Gramática A: El se impersonal y el se pasivo y las actividades de MindTap.**

**April 10-April 17: Easter/Spring Break Holiday / No classes**

M Apr20: TB: 297-298, **Paso 1, Gramática A: El se impersonal y el se pasivo.** Repaso del presente, el pasado y el futuro. **Tarea: Paso 1, Gramática B: El presente, el pasado y el futuro y las actividades de MindTap.**

W Apr22: TB: 300-301, **Paso 1, Gramática B: El presente, el pasado y el futuro.** **Tarea: TB: 302-303, Paso 2, Vocabulario: Ferias, festivales y campeonatos; MindTap.**

F Apr24: TB: 304-305, **Paso 2, Vocabulario: Ferias, festivales y campeonatos.** Introducción al imperfecto. **Tarea: TB: Paso 2, Gramática A: La formación del imperfecto y las actividades de MindTap.**

M Apr27: TB: 307-308, **Paso 2, Gramática A: La formación del imperfecto.** **Tarea: TB: 309, Paso 2, Gramática B: Los usos del imperfecto y las actividades de MindTap.**

T Apr28: TB: 310-311, **Paso 2, Gramática B: Los usos del imperfecto.** **Tarea: TB: 312-313, Paso 3, Vocabulario: Mitos y leyendas y las actividades de MindTap.**


T Apr30: TB: 317-318, **Paso 3, Gramática A: El imperfecto y el pretérito: primera parte.** Continuación de los usos del pretérito e imperfecto. **Tarea: TB: 319, Paso 3, Gramática B: El imperfecto y el pretérito: segunda parte y las actividades de MindTap.**

F May01: TB: 320-321, **Paso 3, Gramática B: El imperfecto y el pretérito: segunda parte.**

**Final Exam: (May 04-08)**