Professor:  Dr. José Neftalí Recinos  
E-mail: recinosjn@sfasu.edu or D2l mail  
Office: LAN 233  
Office Hours: TR: 12:30-2:00 p.m. in person or, TR 4:00-5:00 p.m. Via Zoom (or by appointment contact me by email to set up and confirm)  
Class meeting: Ferguson 375

SPAN 2311 “Intermediate Spanish I” (3 credits) SPA 2311. Intermediate study of Hispanic language and culture with speaking, listening, reading and writing practice meets three times a week in 50-minute segments, or twice a week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students participate in daily listening, reading, and grammar exercises, in addition to practicing their conversation skills. They are expected to take regular written and/or verbal quizzes and tests and are assessed for their active participation using the target language. A significant portion of their grade comes from daily homework activities. A student can expect to spend at least 6 hours each week preparing outside of classroom hours.

REQUIRED MATERIALS:

Marinelli/Fajardo - Conectados Communication Manual 2nd Ed. and MindTap.  
Cengage Unlimited, 1 term  
IAC 9780357700006 | NB CU Product (Instant Access Code)

Please do not buy it used or new in Amazon or Jack Backers.  
USB Web Cam and Microphone only if your computer does not have one

THIS CLASS REQUIRES TECHNOLOGY ACCESS. A RELIABLE INTERNET CONNECTION IF YOU ARE NOT ON CAMPUS, A WORKING DESKTOP COMPUTER OR LAPTOP, CAMERA AND MICROPHONE OR A HEADSET WITH A MICROPHONE. THIS IS THE ONLY WAY TO COMPLETE YOUR ONLINE ASSIGNMENTS, ASSESSMENTS, ACCESS STUDY TOOLS, MEDIA, SCORES, INSTRUCTOR STUDENT COMMUNICATION AND MORE. INTERNET BROWSERS THAT SUPPORT BRIGHTSPACE: GOOGLE CHROME, APPLE SAFARI, OR MOZILLA.

THE COURSE: Spanish 2311 is a face-to-face course.  
Organization: This course will cover Chapter 9 through Chapter 12 of your textbook.
Chapter 9: In this chapter students will explore Ecuador, Peru, and Bolivia; as well as, talk about the human body, describe symptoms of common illnesses, say what hurts, understand the doctor’s orders, give advice and tell others what to do, learn about medicine in Incan times, and share a poem you wrote.

Chapter 10: In this chapter students will explore Argentina, Uruguay, and Paraguay; as well as, talk about professions and jobs, say what you have and had done, discuss your plans and goals for the future, practice interviewing for a job, express emotion, doubt, denial, and certainty, learn about video game design in Spain and South America, and share information about interesting jobs.

Chapter 11: In this chapter students will explore Chile; as well as, talk about future events, talk about tourist destinations and activities, ask for and give directions, describe hypothetical people, places, and things, learn about Pablo Neruda’s poetry, handle airport and car rental transactions, share information about a tourist attraction.

Chapter 12: In this chapter students will explore the United States; as well as, discuss study abroad and volunteer work, talk about the news, describe possible outcomes, express emotion, doubt, and uncertainty, discuss hypothetical and contrary-to-fact situations, read a short story about migrant farm workers, share past volunteer experiences.

Course Components and expectations:

Learning Path/MindTap: I will assign in MindTap selected activities from each chapter. You will be able to earn as much as 40% of your final grade by completing all assigned exercises, in MindTap. These exercises are geared towards promoting a deeper understanding of the Spanish language, grammatical structures, vocabulary, listening, and cultural aspects. Assignments have to be completed online by the dates specified. Weekly assignments will open Monday at 1:00 a.m. and are due by Saturday at 11:59 p.m. It is highly recommended that you pace yourself and not cram everything into one day, no matter how brilliant you are. No late work or make-up sections will be accepted. All activities are due by the end of day (11:59 p.m.) unless otherwise specified by your professor.

Exams: There will be a total of 2 exams in this semester—worth a combined 40% of your final grade. The dates of these exams are on the schedule section of the syllabus. There are no make-up exams given or changes to the existing format.

Content Quizzes: These quizzes focus on vocabulary, grammar, and cultural aspects presented in each of the modules. Must take after interacting with Professor Video Lessons in Brightspace and completing assigned exercises in MindTap.
**Class Engagement in Brightspace course content is mandatory:** As you do in any course at the university level, either face-to-face or online, you must attend scheduled lessons, listen, take notes, engage, and be present. *By Class Engagement, I expect you to Interact—watch, listen, engage, and take notes—* Remember, participation is required to succeed in this course.

**Late Work:** No late work will be accepted without approval from your professor and/or proper documentation is submitted from a university sponsor, physician, etc. For documented excused absences, you may make up quizzes and exams for classes missed. You are encouraged to discuss any missed assignments with your instructor. Please make an appointment to meet your instructor.

**Professor Communications:** In order to create an online community and a positive learning environment I use different methods of communication to maintain you motivated and informed. *To keep you apprised for this class, I will post updates and a Weekly Course Calendar in the News Feed section in Brightspace every Monday. For any consultation that does not require us to meet, please e-mail me and allow me at least 24 business hours to respond.* You can also reach me during my office hours or via web conferencing. Please contact me by email in advance if you wish to meet with me during those hours.

**Grading your work:** After the due date posted, my turn-around time for grading exams and assignments is 1 week. If unable to grade your work due to unforeseen circumstances, I will communicate that modification to the class via email, or in the News Feed section of the course.

**GRADING TABLE FOR SPAN 2311**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Learning Path (MindTap)</td>
<td>40%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class Engagement</td>
<td>20%</td>
</tr>
<tr>
<td>Content Quizzes (Brightspace after each “Paso”)</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

**Student Learning Outcomes:** Over the course of SPA 1311, 132, and 2311, 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

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 1311 – 2311 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.

**Program Learning Outcomes:** This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.
1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language. *(Communication)*

2. Students will analyze and summarize authentic texts in the target language. *(Critical Thinking)*

3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language. *(Critical Thinking, Teamwork)*

4. Students will apply critical thinking skills in comparisons of the cultures studied and their own. *(Critical Thinking, Personal Responsibility)*

5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language. *(Critical Thinking, Personal Responsibility)*

6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers. *(Personal Responsibility)*

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**SFA Procedures**

**Attendance:**
**Students are expected to attend all classes, and language laboratory on a regular and punctual basis.** Attendance policy and absence notifications are included below. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. At the faculty's discretion, students with accepted absence notifications may be permitted to make up work. Make-up work must be completed according to the timeline provided by the instructor.

**Formal Absence Notifications:**
These notifications are handled by the **Dean of Students Office (936)468-7249.** Qualifying reasons are unplanned absences that have impacted a student's ability to attend class. This must be submitted no later than 10 business days after the incident. Qualifying reasons will fall into the following four categories:

- Death of family member*
- Hospitalization — admitted into the hospital for health purposes (medical or mental)
- Personal emergency — this can include car accidents or drastic life events, such as a fire*
- Administrative and other — this can include jury duty, court subpoena, etc.*

*Other situations may be considered at the discretion of the Dean of Students Office.*

Additionally, requests must be accompanied with appropriate documentation, which includes, but is not limited to death certificates, obituaries/programs (with listed name), medical discharge documents, a subpoena, a jury summons, or a police report from an
Some reasons for being denied a faculty notification request may include, but are not limited to ill\nness, traffic court, oversleeping, physician’s appointment, car trouble, or an emergency room visit (non-admittance).

Process:

1. Students are responsible for submitting faculty notification requests and providing supporting documentation substantiating the reason for requests. Requests with no supporting documentation will automatically be denied.
2. SFA’s Student Outreach and Support will review documentation and assess validity. Upon review, SOS will determine the approval or denial of the faculty notification request.
3. SOS will notify students of the faculty notification request determination and will notify faculty members only of approved faculty notification requests.
4. It is the student’s responsibility to provide approved faculty notification requests to faculty members. Additionally, it is at the faculty member's discretion to honor approved circumstantial requests.

CODE OF CONDUCT:

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic
assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

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SPAN 2311.001
PROGRAMA TENTATIVO
FALL 2023

<table>
<thead>
<tr>
<th>Week</th>
<th>Content by chapter Conectados</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><strong>Meeting Time: TR</strong></td>
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<tr>
<td>Aug 29 and 31</td>
<td>día 1: Course Presentation. Introductions. MindTap enrollment</td>
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<tr>
<td></td>
<td>día 2: <strong>CAPÍTULO 9: La salud y el bienestar. Paso 1:</strong> Vocabulario</td>
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<td></td>
<td>El cuerpo y la salud (p. 348-51), and Gramática A El verbo doler</td>
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<tr>
<td></td>
<td>(p. 352-54). <strong>La salud y el bienestar.</strong></td>
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</table>
| Week 2: Sept. 5 and 7 | día 1: **Paso 1**: *Gramática B* Más verbos reflexivos (p. 355-57)  
*Repaso* and *En Acción* 1 (p. 358-59).  

|----------------------|-------------------------------------------------------------------------------------------------|
| Week 3: Sept. 12 and 14 | día 1: **CAPÍTULO 9**: *La salud y el bienestar*. **Paso 2**: *Gramática B* Las expresiones de tiempo con *hacer* (p. 367-69), *Repaso* and *En Acción* 2 (p. 370-71). **Paso 3** *Vocabulario* El bienestar (p. 372-75);  

día 2: **CAPÍTULO 9**: *La salud y el bienestar*. **Paso 3** *Gramática A* Presente del subjuntivo con expresiones de influencia (p. 376-78). |
| Week 4: Sept. 19 and 21 | día 1: **Paso 3** *Gramática B* El presente del subjuntivo con cambios de raíz y verbos irregulares (p. 379-81)*Repaso* and *En Acción* 2 (p. 382-83).  

día 2: **CAPÍTULO 10**: *El mundo laboral*. *Para empezar* (p. 387)  
| Week 5: Sept. 26 and 28 | día 1: **CAPÍTULO 10**: *El mundo laboral*. *Cultura*: **Paso 1**  
*Gramática B* El pluscuamperfecto (p. 397-99), *Repaso* and *En Acción* 1 (p. 400-01).  

| Week 6: Oct. 3 and 5 | día 1: **CAPÍTULO 10**: *El mundo laboral*. *Subjuntivo continues*, **Paso 2**: *Gramática B*  
El presente del subjuntivo (Part II) (p. 409-411), *Repaso* and *En Acción* 2 (p. 412-13).  

<p>| Week 7: | **|</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 10 and 12</td>
<td>día 1: <strong>CAPÍTULO 10: El mundo laboral. Paso 3: Gramática B</strong> El presente del indicativo con expresiones de certeza y afirmación (p. 421-23), <em>Repaso</em> and <em>En Acción</em> 3 (p. 424-25). <strong>Study and be ready to take your Midterm Exam.</strong></td>
<td>día 2: <strong>THURSDAY: MIDTERM EXAM OPENS at 11:00 A.M. and it is Due at 1:00 p.m.</strong></td>
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<tr>
<td>Nov. 20-24</td>
<td>Thanksgiving Holiday</td>
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| Nov. 28 and 30 | **Week 13:**  
**día 1:** CAPÍTULO 12: ¡Adelante! **Paso 1:** Gramática B Repaso de los usos del presente del subjuntivo (p. 481-83), **Repaso** and **En Acción** 1 (p. 484-85). **Paso 2:** Vista Preliminar and Vocabulario El voluntariado (p. 486-89).  
**día 2:** CAPÍTULO 12: ¡Adelante! **Cultura:** **Paso 2:** Gramática A El imperfecto de subjuntivo (p. 490-92), Gramática B Los usos del imperfecto del subjuntivo (p. 493-95), **Repaso** and **En Acción** 2 (p. 496-97). |
| Week 14:  
Dec. 5 and 7 | **día 1:** CAPÍTULO 12: ¡Adelante! **Paso 3:** Vista Preliminar and Vocabulario Las noticias (p. 498-501), Gramática A El condicional (p. 502-04). Study for Final Exam.  
**día 2:** CAPÍTULO 12: ¡Adelante! **Paso 3:** Gramática B El imperfecto del subjuntivo con cláusulas de si (p. 505-07). **Paso 3:** Repaso and **En Acción** 3 (p. 508-09). Study for Final Exam |
| Week 15: Finals Week | **Final Exam**  
**Tuesday, December 12, 2023**  
10:30 a.m.- 12:30 p.m. |