

SPANISH 211

Spring 2013

Intermediate Conversation and Grammar

3 hours

Instructor: Brianne Kobeck

Office: A-33

Prerequisite: Placement or completion of Spanish 112

Class Meeting: MWF 12:00-12:50, PAC D-52

Office Hours: MW 11:00 – 11:50, TR 12:00 – 1:00, or by appointment

Course Description

This course allows students to improve their Spanish speaking and listening skills by meeting goals based on the 5 Cs of Foreign Language Learning in the 21st Century: **Communication, Connections, Comparisons, Cultures and Communities**. Through these goals students will deepen their understanding of Spanish grammar, strengthen their vocabulary, review pronunciation and develop skills to prepare them to operate in Spanish both here at Union and in the future.

Course Goals

Communication:

1. Share information on someone's personality traits and present mood using a more varied vocabulary.
2. Share information about past events, including recent happenings, important events in someone's life, or information about childhood.
3. Express advice and opinions about university life.
4. Share aspirations about the future, especially with careers.

In order to meet these communicative goals, we will examine the following grammatical concepts:

- Present tense
- Future and conditional tense
- Perfect tenses
- Ser and estar
- Preterite and imperfect
- Subjunctive versus indicative modes
- Imperfect subjunctive in *if clauses*
- Familiar and formal commands
- Double object pronouns
- Verbs like gustar (encantar, caer, etc)

5. Besides being able to voice the above goals, students should also be able to understand these same ideas when expressed by another person.

6. Students should improve their pronunciation, consistently mastering vowel sounds, word stress and improving on the pronunciation of the consonants t and d.

Connections, Cultures, Communities:

7. Students will have acquired new knowledge about the geography of at least 3 Spanish-speaking countries.
8. Students will acquire knowledge about at least 3 musical and/or artistic traditions in the Spanish-speaking world.
9. Students will gain insight into the complexities of engaging in missions in Spanish-speaking countries.

Comparisons:

10. Students will gain insight into the similarities and differences among university communities in the United States and abroad.
11. Students will see the complex differences between English and Spanish structure through their study of the subjunctive, and some of the cultural differences implied in these differences.

In the future:

Naturally, it is the hope of every professor that students would retain every last thing they learned in a course for all time. However, we also realize that this is not how the brain works. Nonetheless, it is still realistic to expect students to take some key skills and knowledge from a class into the long-term future. For SPA 211, I hope that **five years from now** students will be able to:

1. Comfortably rally if they encounter a need to listen or use Spanish in a real-life situation through business, missions or simply in meeting a new Spanish-speaking friend. Can they still use their Spanish to understand what the other person is saying and communicate with that person? This implies continued comfort with pronunciation, the present tense, ser and estar, basic vocabulary and the ability to express future plans.
2. Know where to go to find the resources they need to refresh their Spanish or translate a document for work, and effectively use these resources.
3. Have a deep appreciation for the wide variety of Spanish-speaking cultures and a desire to learn more about them.
4. Have a greater interest in missions in Spain and Latin America as well as sufficient knowledge and openness to be effective on a mission trip.

Course Policies

Use of Spanish/Teaching Methods:

The main objective of this course is to help students begin to effectively use Spanish in their oral and written communication. Research in second language acquisition suggests that in order to achieve this objective students need to experience language in context as much as possible. Therefore, **all** class sessions will be conducted **in Spanish**. To help students improve their comprehension, the instructor will use simple, contextualized scenarios and lots of visual cues, pictures, or gestures. This will be challenging and perhaps frustrating at times, but remember that you are not expected to understand 100% of all that the instructor says. It is most important that you understand at least the gist of what is said. After a few weeks, the amount of Spanish that you understand will increase and will continue to increase until the end of the semester. Be patient with yourself and try to take in as much as possible. If you have questions, do not be afraid to ask them. The instructor will rephrase or re-explain so that you understand the concept.

Not only will the instructor be speaking Spanish in class, but it is also expected that students use Spanish during class. You may use English but only as a very extreme last resort. You must first try to express yourself in Spanish. After attempting to express yourself in Spanish you may then ask permission in Spanish to use English in class. If the instructor believes that you can ask your question in Spanish, she has the right to not allow you to use English. **It is very important that you use every opportunity available to practice the vocabulary and grammar that you are learning. You will be doing many pair and small group activities, and you are expected to participate and use only Spanish.** Grammar, vocabulary, discourse strategies and familiarity with cultural norms are all important parts of communication and must be practiced on a daily basis.

Another important factor in language learning is student initiative. In first and second-year language courses, the most successful students are those who make a serious, consistent effort to understand the language and are open to new learning experiences. They are not afraid to use the language in class and make mistakes. They study material at home before coming to class.

It will be expected that students come to class with the assigned pages read and homework completed. During class, the textbook material will be presented in order that students may have the chance to resolve any questions that came up during homework. Then, we will practice the language in context through both individual and group activities which focus on written and oral skills. Examples of activities include but are not limited to readings, dialogues, short writing activities, videos, and listening exercises. **Again, students are expected to use Spanish as frequently as possible; this IS a conversation course, after all! These efforts are not expected to be perfect, but everyone must try.**

If you have difficulty understanding a concept or simply don't feel confident in the material that we've covered on any particular day, please stop by my office or make an appointment at the learning center. Difficulties are usually easy to resolve if they are dealt with early.

Attendance Policy and Makeups:

Students are expected to arrive on time and attend each class meeting. Missing class will negatively affect students' daily participation grades. Additionally, **students who accrue more than five (5) unexcused absences throughout the semester will have their final grade lowered by three points for every unexcused absence over 5.**

In case of illness or an excused absence, students should notify the instructor prior to class, either by e-mail or voice mail, and should ask a friend to turn in their work for them. **If an excused absence prevents a student from completing an assignment on time, he or she may make up that assignment only if the appropriate documentation is provided in a timely manner.** An example of appropriate documentation would be a dated doctor's note or a note from Nurse Paul specifying that the student is too ill to attend class and the dates of the illness. **Makeup quizzes, exams or interviews will be given and late homework will be accepted only in the case of a documented excused absence (excused according to official university rules).** Again, if you already know of a planned absence (excused by the academic vice president) and notify me well in advance, I will schedule you to take the exam **prior to** the official date.

Due to the nature of this course, if you expect to miss several class meetings, you should consider dropping the course and taking it when your schedule will allow greater consistency. Each class meeting builds strongly upon the prior one.

Use of Cell Phones in Class:

The use of cell phones or any other electronic devices for non-academic purposes in class is strictly prohibited. Sending/receiving calls and/or text messages, listening to music and playing electronic games during class are disrespectful and will result in a **lower participation grade.**

Policy on Student Cheating Including Plagiarism/Academic Integrity:

The following is taken from your Student Handbook:

“Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids on examinations and all graded assignments, to refuse to give or receive information on examinations and all graded assignments and to turn in only those assignments which are the result of their own efforts and research. Faculty are to accept the responsibility for discouraging cheating. They are to make every effort to provide physical conditions which will deter cheating. They are to be aware at all times of activity in the testing area. Any student found guilty by the instructor of cheating will be subject to disciplinary action by the instructor.”

In addition to seeking or giving assistance on exams, cheating also includes: failure to complete your own work on daily assignments (i.e., copying another person’s homework answers); taking credit in a group presentation if you did not participate in the group’s work; failure to document sources on research and/or homework assignments; using native speakers or internet resources such as online translators to complete your writing exercises. If the instructor determines that you have cheated on a homework assignment or did not contribute to your group’s work, you will receive a zero on that activity. Plagiarizing (copying work from other students or from sources such as the Internet without crediting those sources) on an assignment will result in a failing grade for the course. This includes the use of online translators, which always results in an F for the course. **Cheating on an exam or quiz will also result in a failing grade for the course.**

ADA Policy/Accommodations:

Any student with a documented disability needing academic adjustments or accommodations is encouraged to speak with the course instructor during the first two weeks of class regarding their needs. All discussions will remain confidential. Students with disabilities must contact Mr. Jonathan Abernathy, Director of Disability Services to register for accommodations. No accommodations can be given without first registering with Mr. Abernathy. Finally, students who choose to activate accommodations (e.g. extended time on tests) must notify the course instructor two weeks before the exam so appropriate accommodations can be made.

Course Requirements

Required Texts: (Please bring both to class each day.)

A Spanish-English, English-Spanish Dictionary

Foerster and Lambright. *Punto y aparte*, 4th edition. McGraw Hill: 2011. ISBN 0073385301

Components of the Final Grade:

The following components are designed to assess to what extent a student is meeting the course's goals. Thus, the final grade will be based on these components:

Tests (3x10% each):	30%	<u>Grading Scale</u>
Final Exam:	15%	A: 93-100
Quizzes (5x1% each):	5%	B: 85-92
Homework:	10%	C: 75-84
Participation:	10%	D: 65-74
Oral Interview:	10%	F: below 65
<u>Situaciones (2x10% each):</u>	<u>20%</u>	
Total	100%	

I. **Tests (30% total, 3 tests worth 10% each)** will combine listening and written practice sections based on the communicative and grammatical concepts we've studied, as well as review of chapter vocabulary and cultural information.

II. The comprehensive **final exam (15%)** will include written and listening components.

III. **Quizzes (5% total, 5 quizzes worth 1% each)** will test vocabulary and grammar and will be given consistently throughout the semester using a variety of formats. **Six quizzes will be given but students may drop one quiz.**

IV. **Homework (10%)** is a required part of the course for all students. Homework will come from **daily written exercises** and the **online learning center** for the textbook. Homework will be assigned on a daily basis and will be given to the students in class. Any student who does not complete these activities on a regular basis will **FAIL THE COURSE**.

To access the online homework activities:

- 1) Go to http://highered.mcgraw-hill.com/sites/0073385301/information_center_view0/new_to_the_fourth_edition.html On the left side of the screen, under Online Learning Center, click Student Edition.
- 2) Choose the appropriate chapter on the drop-down menu in order to see the chapter's activities.

V. Participation (10%). All students are expected to **actively** participate in class. Active participation includes arriving to class on time and being prepared for all activities by having completed all assigned readings and/or activities. Students who participate actively participate in all of the class assignments, use Spanish with the instructor and/or peers, and are consistently prepared for class.

The instructor will give daily participation grades based on the student's level of participation in class. Unexcused absences will result in a daily participation grade of a 0. Reasons for students not receiving full credit for participation may include (but are not limited to): sending/receiving text messages during class, doing homework for another course in class, sleeping, not paying attention, using too much English in class, not participating in all activities, not actively participating, being disrespectful to the instructor and/or peers, having a negative attitude, etc.

VI. Oral interview (10%). In pairs students will complete an oral interview with the instructor. The purpose of the oral interview is to give the students an opportunity to practice their Spanish under (a little) pressure and show off their ability to describe themselves, their family and their friends using the communicative and grammatical concepts they have studied. Though the students will not know which exact topic will be assigned for the interview, they will receive all the potential topics and have an opportunity to study those ahead of time (both inside and outside of class). No notes are permitted during the oral interview; they are not necessary, anyway. The rubric used for grading the oral interview will be given to students prior to completion of the oral interview.

VII. Situaciones (20 % total, 2 situaciones worth 10% each) During the semester each student is required to create and participate in two in-class *situaciones*, in a group of two or three students. Each *situación* should be 3-5 minutes long, and participation should be divided as equally as possible among the group members. You will create a skit, talk show, mock interview, etc. using vocabulary that captures the emphasis of a particular section in the textbook. The idea is to become comfortable with the vocabulary, speaking Spanish under (a little) bit of pressure and have fun with the language. The Situaciones will be presented in class on March 11 – 22 and April 15 – 24. The topics for the situaciones will be derived from chapters 3, 4, 5, and 6. Each student will present a situación based on either chapter 3 or 4 plus one from either chapter 5 or 6. Students will sign up for a date to present the situaciones in class. **You are free to use notecards for the 1st skit you participate in (but may choose to perform from memory instead for 3 points extra credit), but you will be expected to memorize the second one. Each student must complete his/her first situación by March 18.** The rubric which will be used to evaluate the *Situaciones* will be given to students prior to completing the Situaciones.

SPA 211 Tentative Course Schedule
Spring 2013

Wednesday, Jan. 30:	Introducción al curso/Placement Tests
Friday, Feb. 1:	Para empezar
Monday, Feb. 4:	Para empezar/Capítulo 1
Wednesday, Feb. 6:	Capítulo 1 (<i>Last Day to Add</i>)
Friday, Feb. 8:	Capítulo 1
Monday, Feb. 11:	Capítulo 1, Prueba 1
Wednesday, Feb. 13:	Capítulo 1 (<i>Deadline to Drop</i>)
Friday, Feb. 15:	Entrevistas Orales
Monday, Feb. 18:	Capítulo 2
Wednesday, Feb. 20:	Capítulo 2
Friday, Feb. 22:	Capítulo 2, Prueba 2
Monday, Feb. 25:	Capítulo 2
Wednesday, Feb. 27:	Repaso para Examen 1
Friday, March 1:	Examen 1
Monday, March 4:	Capítulo 3
Wednesday, March 6:	Capítulo 3
Friday, March 8:	Capítulo 3, Prueba 3
Monday, March 11:	Capítulo 3
Wednesday, March 13:	Capítulo 3
Friday, March 15:	Capítulo 4
Monday, March 18:	Capítulo 4 (<i>Progress Reports Due</i>)
Wednesday, March 20:	Capítulo 4
Friday, March 22:	Capítulo 4, Prueba 4
Monday, March 25:	Spring Break
Wednesday, March 27:	Spring Break
Friday, March 29:	Spring Break

Monday, April 1:	Capítulos 3 & 4
Wednesday, April 3:	Capítulos 3 & 4 (<i>Deadline to drop with DR</i>)
Friday, April 5:	Repaso para Examen2
Monday, April 8:	Examen 2
Wednesday, April 10:	Capítulo 5
Friday, April 12:	Capítulo 5
Monday, April 15:	Capítulo 5
Wednesday, April 17:	Capítulo 5
Friday, April 19:	Capítulo 5, Prueba 5
Monday, April 22:	Capítulo 6
Wednesday, April 24:	Capítulo 6
Friday, April 26:	Capítulo 6, Prueba 6
Monday, April 29:	Capítulo 6
Wednesday, May 1:	Repaso para Examen 3
Friday, May 3:	Examen 3 (<i>Last Day to Withdraw</i>)
Monday, May 6:	Repaso para Examen Final
Wednesday, May 8:	Repaso para Examen Final
Friday, May 10:	Repaso para Examen Final
Wednesday, May 15:	Final Exam, 11:00 AM – 1:00 PM

***The instructor reserves the right to change the course schedule as is deemed necessary.**