

SPANISH 212

Spring 2013

Intermediate Composition and Grammar

3 hours

Instructor:	Brianne Kobeck
Office:	A-33
Prerequisite:	Placement or completion of Spanish 112
Class Meeting:	TR 9:25 – 10:40, PAC C-12
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 writing 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, improve in the writing process 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 and a few global topics.
4. Share aspirations about the future.

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*
 - Por/para
 - Familiar and formal commands
 - Double object pronouns
 - Verbs like gustar (encantar, caer, etc)
5. Besides being able to express the above goals—primarily through writing, but also in class conversation—students should also be able to understand these same ideas when expressed by another person either orally or in writing.

Connections, Cultures, Communities:

6. Students will have acquired new, more detailed knowledge about the geography, cultures and demographics of the Spanish-speaking world.
7. Students will gain insight about their own personal writing process as they improve their writing in Spanish.
8. Students will gain insight into the complexities of engaging in missions in Spanish-speaking countries.

Comparisons:

9. 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.
10. Students will view the commonalities and differences between U.S. culture and some Spanish-speaking cultures in light of globalization.

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 212, I hope that **five years from now** students will be able to:

1. Comfortably rally if they encounter a need to use written 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 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. For example, students will be able to effectively use a dictionary.
3. Have a deep appreciation for the wide variety of Spanish-speaking cultures and a desire to somehow 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 that 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! 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 three (3) unexcused absences throughout the semester will have their final grade lowered by three points for every unexcused absence over 3.**

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 compositions 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

Bretz, Dvorak, Kirschner, Brandorfer. *Pasajes* 7a Edición. McGraw Hill: 2010. ISBN # 0073385239.

Three-prong folder

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:

Exams (3x10% each)	30%	<u>Grading Scale</u>
Final Exam	10%	A: 93-100
Quizzes (5x2% each)	10%	B: 85-92
Homework	10%	C: 75-84
Participation	10%	D: 65-74
Composiciones (3x10% each)	30%	F: below 65

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

II. The comprehensive **final exam (10%)** will include written and listening components.

III. **Quizzes (10% total, 5 quizzes worth 2% each)** will test vocabulary and grammar and will be given consistently throughout the semester using a variety of formats.

IV. **Homework (10%)** is a required part of the course for all students. The professor will give homework assignments daily. The activities will come from the textbook, online learning center for the textbook, and other supplemental activities. Any student who does not complete these activities on a regular basis will **FAIL THE COURSE**. In addition to the required assignments, the textbook web site includes flash cards, music in MP3 format, and other useful resources.

To access the activities:

1) Go to: http://highered.mcgraw-hill.com/sites/0073385239/information_center_view0/new_to_the_seventh_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.

V. You will receive a **participation (10%)** grade each day. 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. **Composiciones (30%)**. During the course of the semester, students will draft, write and revise three essays. Each essay will focus on a particular communication skill: **1. Descripción, 2. Narración, 3. Exposición**. Each of these skills requires knowledge of certain grammar points and will aid students in their general communication in Spanish. The dates, word numbers and types of essays are included in the syllabus. The instructor will provide more information about the specific requirements of each essay and the rubric/correction symbols used when grading the compositions during the course of the semester.

SPA 212 TENTATIVE CLASS SCHEDULE
SPRING 2013

Instructor reserves the right to alter the schedule of activities to suit the class.

Thursday, Jan. 31:	Introducción al curso, Placement Exams, Repaso
Tuesday, Feb. 5:	Capítulo 1
Thursday, Feb. 7:	Capítulo 1
Tuesday, Feb. 12:	Capítulo 1, Peer Review (Composición 1 Rough Draft Due – Descripción, 400-500 palabras)
Thursday, Feb. 14:	Capítulo 1, Prueba Uno
Tuesday, Feb. 19:	Capítulo 2
Thursday, Feb. 21:	Capítulo 2,
Tuesday, Feb. 26:	Capítulo 2, Repaso para Examen 1 (Composición 1 Final Draft Due – Descripción, 400-500 palabras)
Thursday, Feb. 28:	Examen 1
Tuesday, March 5:	Capítulo 3
Thursday, March 7:	Capítulo 3, Prueba Dos
Tuesday, March 12:	Capítulo 3, Peer Review (Composición 2 Rough Draft Due – Narración, 500 – 600 palabras)
Thursday, March 14:	Capítulo 3
Tuesday, March 19:	Capítulo 4
Thursday, March 21:	Capítulo 4, (Composición 2 Final Draft Due – Narración, 500 – 600 palabras), Prueba Tres
Tuesday, March 26:	Descanso de primavera
Thursday, March 28:	Descanso de primavera
Tuesday, April 2:	Capítulo 4
Thursday, April 4:	Capítulo 4, Prueba Cuatro

Tuesday, April 9:	Capítulo 5, Peer Review (Composición 3 Rough Draft Due – Exposición (650-750 palabras)
Thursday, April 11:	Capítulo 5, Repaso para Examen 2
Tuesday, April 16:	Examen 2
Thursday, April 18:	Capítulo 6
Tuesday, April 23:	Capítulos 6 y 7 (Composición 3 Final Draft Due – Exposición, 650-750 palabras)
Thursday, April 25:	Capítulo 8, Prueba Cinco
Tuesday, April 30:	Capítulo 9
Thursday, May 2:	Capítulo 10, Repaso para Examen 3
Tuesday, May 7:	Examen 3
Thursday, May 9:	Repaso para Examen Final
Tuesday, May 14:	Examen Final, 2:00 – 4:00 PM