Spanish 2320: Intermediate Spanish III

## Spring 2016

## Sect. 22329 M,W 2-3:15pm Irby 208

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| **Professor** **Alana Reid**  Irby 207D  (501) 450-5096  areid@uca.edu | **Office Hours:**  *And by appointment* |

**Course description**

This course is a continuation of intermediate Spanish designed for students who have successfully completed Spanish 2310. Students will further develop their skills in reading, writing, speaking and listening in the Spanish language. They will also deepen their knowledge of Latin American, Caribbean, Spanish and U.S.-Latino cultures. This course is required for the minor/major concentration in Spanish. Students may advance to Spanish 3300 only if they earn a “C” or above in this course and meet the language proficiency requirements. Also fulfills Critical Inquiry Humanities elective in UCA CORE. Prerequisite: C grade or better in Spanish 2310, departmental placement or consent of chair.

This section is designated as a ***service learning course***. As such, course work will include community outreach either with partner organizations in Central Arkansas or as part of a faculty led service learning trip to Cuba over spring break. The service learning component will help you deepen your knowledge of U.S. Latino or Caribbean cultures and may also provide opportunities to improve your speaking and listening skills in Spanish.

**Course goals and objectives**

By the end of the course, you should be able to perform at the intermediate-mid sublevel in speaking, listening and writing and at the intermediate-high sublevel in reading according to ACTFL[[1]](#footnote-1) standards, which can be summarized as follows: [[2]](#footnote-2)

* ***Speaking:*** Participate in conversations on familiar topics using sentences and series of sentences. Handle short social interactions in everyday situations by asking and answering a variety of questions. Communicate with relative ease about self and everyday life. Make presentations on a wide variety of familiar topics using connected sentences.
* ***Listening:*** Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Understand the main idea in overheard conversations.
* ***Reading:*** Easily understand the main idea of texts related to everyday life, personal interests, and studies. Sometimes follow stories and descriptions about events and experiences in various time frames.
* ***Writing***: Write on a wide variety of familiar topics using connected sentences.

**Required texts**

* *Imagina: español sin barreras* (Third Edition) with SuperSite and WebSam
* ISBN: 978-1-62680-129-5 (LooseLeaf) or 978-1-62680-113-4 (Softcover)
* A complete Spanish dictionary

**GRADE COMPONENTS: GRADES:**

Chapter Exams (2) 20% A 90-100

Final Exam 20% B 80-89

Quizzes & homework 10% C 70-79

Compositions (2) with corrections 10% D 60-69

Participation 10% F <60

Oral Assessments (2) 10%

Electronic workbook (VHL) 10 %

Service and cultural projects 10%

Attendance Policy, Makeup Policy and Late Work

As the member of a language classroom community, your classmates and instructor rely on your presence in each class period to maintain a productive learning environment. Your attendance will also help you be successful in the course! Students are expected to attend all classes, arrive on time, and remain in class for the entire period. 2 late arrivals or early departures will be considered the equivalent of one absence from class. Students are allowed **2 unexcused absences**, after which their final participation grade will be reduced by **10%** for each subsequent absence. **Students with 6 or more absences may be dropped from the course (WF)**. If you anticipate an unexcused absence on the day that graded material is due, with my permission, you may turn in the assignment ahead of time.

Absences from class for valid reasons\* must be documented\*\* and will be approved at the discretion of the instructor. Dates on such documentation must be relevant to the date of absence. If the instructor determines that the student’s unexpected emergency is valid, **any missed assignments will be due on the day the student returns to class**. Make-up exams and oral evaluations will **only** be scheduled for valid reasons *at the discretion of the professor*. This means that if you miss an exam or quiz without approval, you risk receiving a zero for that assignment. Late homework and compositions will be marked down 50% per each day late. Late digital assignments (Blackboard and VHL) will not be accepted. You are expected to complete these activities on time even if you are absent. Technical problems do not constitute an acceptable excuse for late work. Plan accordingly.

**\*Valid reasons**: official university business (field trips, participation in off-site sporting events, etc.), family emergencies such as funerals, and personal medical emergencies.

**\*\*Forms of documentation**: a note from a school official excusing the student for aforementioned UCA events, an obituary, funeral program or note from a parent or guardian for funerals, and a note from a doctor or psychologist in the case of medical emergency.

Participation

This class is conducted solely in Spanish. Grammar explanations in class are designed to **reinforce** what you have read and studied at home. Your participation should reflect your preparation and efforts to communicate in Spanish. A student will receive a perfect participation grade if they *always*:

* come to class prepared with specific questions having read or viewed the assigned grammar explanations and content and having completed the homework.
* speak **only in Spanish** with the professor and fellow students during class, using circumlocution and gestures to get point across when unsure of vocabulary.
* enthusiastically participate in group and paired activities, offering well elaborated answers
* volunteer to answer questions the teacher may ask of the class
* show engagement by asking the teacher (in Spanish) for elaboration or further explanation when needed.
* are respectful of classmates and fellow students.
* arrive promptly and maintain attention and focus for the entire class session.
* do not have more than two undocumented absences throughout the course of the semester.
* add to the learning environment of the classroom through an attitude of openness and willingness.

A deficiency in any of these areas will lead to a lower grade.

Electronic Workbook (VHL)

This class requires technology access (WebSAM and VHL SuperSite) which allows you to complete web based homework for grammar practice and access all media and study tools associated with the text book. These activities stress accuracy and comprehension. Assignments are due midnight at the conclusion of each chapter as indicated in the horario, but many students find it useful to complete activities relevant to the grammar, vocabulary and content on the day that we study them in class. Go to the **“Información general”** tab on Blackboard for registration instructions.

Service Projects and Cultural Immersion

Each student will participate in 8-12 hours of service to the community, either in Central Arkansas or in Cuba. Projects may include, teaching English as a Second Language, teaching literacy skills, helping with immigration paperwork, serving as a translator, building playgrounds, presenting cultural information to community members, etc. Additionally, they will participate in 6-14 hours of cultural immersion, which might include walking tours, lectures, documentaries, art exhibits, etc. Combined, each student will complete a total of 20 hours of service and cultural immersion during the course of the semester. In order to document their experiences, students will write a journal entry in Spanish for every two hours of contact. Journal entries should be 1-2 paragraphs, approximately 150-250 words each. More information on community partners and cultural events will be provided in class. Please see <http://uca.edu/servicelearning/> for additional information on service learning.

Compositions

We will have two compositions this semester, **written outside of class**, which will be typed and double-spaced, with a *minimum* length of 2 pages. Topics and instructions for each composition will be available on Blackboard two weeks prior to the due date (see **“Composiciones”** tab). Students are responsible for following these instructions and handing in a **printed copy** on the indicated due dates. **Corrections are due one week following the return of the essay.** Print out and use the “formulario de correcciones” and the “error correction key” (Blackboard) to provide the proper format for your corrections.

Chapter Exams

Chapter exams are based on grammar points, vocabulary and cultural content studied in that particular unit (usually two chapters) with an emphasis on the concepts that we have studied since the previous quiz. Please remember that each chapter builds on what you have learned in the previous one. Although you will not be tested on materials from the previous chapters, you may encounter verb tenses, vocabulary, etc. from previous units. Each exam will test students in three of the basic skill areas (listening, reading, and writing). Exams are content based, which means that students will be expected to use grammar and vocabulary *in context* by creating original sentences or completing existing sentences and paragraphs. Students who miss an exam for a valid reason (see Attendance policy) and provide appropriate documentation may schedule a makeup *at the instructor’s discretion*. No makeup exams will be administered for non-emergencies.

Quizzes, Miniquizzes and Written Homework

We will have a total of three quizzes throughout the semester. Quizzes will be given during the **first 30** minutes of class and will test grammar, vocabulary and cultural content from **one** chapter. Students who arrive late will not receive extra time. Students who miss a quiz for a valid reason (see Attendance policy) and provide documentation may schedule a makeup *at the instructor’s discretion*. There will also be a limited number of written homework assignments that will be turned in during class (see horario). Students that write well-elaborated and thought out answers will receive the maximum number of points. There will also be a couple of mini-quizzes in class (see horario) that will gauge your preparation of readings outside of class.

Oral Assessments

**Oral assessment A**: Students will present on their service and cultural learning experiences to the class and to invited guests. Presentations will be 2 minutes, should include some sort of visuals (in paper or digital format) and should be shared without recourse to notes or reading. The exact nature of the topic will be approved by the professor, but it should be unique or tell of an interesting personal interaction, story or learning experience that you had while interacting with the Hispanic community.

**Oral assessment B**: Each student will set up a one-on-one interview with the professor in which they will answer and ask questions in Spanish. Appointments will take place mid-semester in the professor’s office. Students whose proficiency level is deemed to be insufficient will be given tips and strategies for improvement and interviewed again at the end of the semester. Students will be evaluated using ACTFL oral proficiency standards and must achieve intermediate-mid level in order to move on to the next course (see footnotes on page 1).

Final Exam

The final exam will be cumulative (see *horario* for examination time). The exam will test students’ proficiency in writing, reading and listening in addition to grammar, vocabulary and cultural information. The exam cannot be rescheduled except in emergency situations (see Attendance Policy).

**Special Note: A passing grade in 2320 does not necessarily mean that you may proceed to 3300 next semester.** All students must pass a proficiency exam at the end of 2320, which consists of the following elements

1. oral (uses interview) (goal : intermediate mid)
2. written (uses composition on final) (goal: intermediate mid)
3. reading (uses comprehension of passage on final) (goal: intermediate high)
4. listening (uses interview and listening section on final) (goal: intermediate mid)  
   see http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

If a student does not achieve a minimum proficiency based on these evaluations, then s/he will need to retake 2320 with a different course number, regardless of his/her final grade in the class. See department chair for more information.

• **STATEMENT OF ACADEMIC INTEGRITY:** The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

• **DISABILITY ACCOMODATIONS AND UNIVERSITY POLICIES:** The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Office of Disability Support Services at 450-3135. You may also wish to speak with your instructor. Please refer to the UCA Undergraduate Bulletin for information on UCA’s sexual harassment policy and all other university-wide policies.

**•BUILDING EMERGENCIES:** An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes. Site specific emergency plan for Irby Hall: <http://uca.edu/mysafety/files/2013/06/bep-irbyhall-eps-20122013.pdf>

**•Title IX Disclosure**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

**Horario**

***Note****: this schedule is subject to change throughout the semester based on class need. Please verify that you have the current version (see date stamp in footer).*

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| DÍA | fecha | Entregar/preparar Assignments in this column must be completed **before** class. | DISCUSIÓN EN CLASE |
| **1** | **enero**  lunes 11 |  | Introducción al curso |
| **2** | miércoles 13 | Preparar vocabulario p. 196 | **Capítulo 6**  Vocabulario  Cortometraje: “Hiyab” |
| *lunes 18* | | *Día feriado (Dr. Martin Luther King Jr. Day)* | |
| **3** | miércoles 20 | Preparar p. 210-11 | El presente del subjuntivo en cláusulas adverbiales |
| **4** | lunes 25 | Preparar p. 214-15  Leer “Chile: dictadura y democracia” p. 223 | El imperfecto del subjuntivo  “Chile: dictadura y democracia”  **Miniprueba** (sobre lectura de Chile) |
| **5** | miércoles 27 | Preparar p. 402  **Entregar Comp. 1 en clase** | Hace y desde con expresiones de tiempo (p. 402) |
| **6** | **febrero**  lunes 1 | Preparar p. 218-19  Entregar VHL tareas electrónicas (Cap. 6) | Primera prueba (cap. 6)  El comparativo y el superlativo  **Capítulo 7**  Vocabulario |
| **7** | miércoles 3 | Preparar p. 248-9  Leer “El beso de los dragones” p. 333 | El presente perfecto (del indicativo)  Wilfredo Machado, “El beso de los dragones”  **Miniprueba** (sobre lectura de Machado) |
| **8** | lunes 8 | Preparar p. 252 | El presente perfecto del subjuntivo |
| **9** | miércoles 10 | Preparar p. 254-5 | El “se” para eventos inesperados  El “se” pasivo y el “se” impersonal |
| **10** | lunes 15 | Entregar VHL tareas electrónicas (Cap. 7) | Repaso |
| **11** | miércoles 17 | ¡Estudiar para el examen! | Primer examen parcial (caps 6 y 7 y Machado) |
| **12** | lunes 22 | Preparar p. 284 | **Capítulo 8**  El pluscuamperfecto (del indicativo) |
| **13** | miércoles 24 | Preparar p. 286  Leer El Inca Garcilaso de la Vega, “Postas y Correos” (BB)  **Entregar tarea sobre El Inca Garcilaso en clase** | El pluscuamperfecto del subjuntivo  El Inca Garcilaso de la Vega (Blackboard) |
| **14** | lunes 29 | Preparar p. 304 | Flash Cultura (en clase)  **Capítulo 9**  Vocabulario |
| **15** | **marzo**  miércoles 2 | Preparar p. 318  Entregar VHL tareas electrónicas (Cap. 8) | Segunda prueba (cap. 8 y El Inca)  El futuro perfecto |
| **16** | lunes 7 | **Entregar Comp. 2 en el buzón de la profesora (Irby 207)** | **Entrevistas orales** por cita en Irby 207D  (No hay clase) |
| **17** | miércoles 9 |  | **Entrevistas orales** por cita en Irby 207D  (No hay clase) |
| **18** | lunes 14 | Preparar p. 320; 322-3 | El condicional perfecto  Cláusulas con “si” |
| **19** | | miércoles 16 | Preparar p. 354-5 | Cláusulas con “si” continuada  Expresiones afirmativas y negativas (cap 10) | |
| *lunes 21* | | | *Vacaciones de primavera: proyecto de servicio en Cuba* | | |
| *miércoles 23* | | |
| **20** | | lunes 28 | Entregar VHL tareas electrónicas (Cap. 9) | Repaso | |
| **21** | | miércoles 30 | Estudiar para el examen | Segundo examen parcial (caps 8 y 9: no incluye expresiones afirmativas y negativas) | |
| **22** | | **abril**  lunes 4 | Preparar p. 338 | **Capítulo 10**  Vocabulario  Cortometraje: “Un pedazo de tierra” | |
| **23** | | miércoles 6 |  | **Presentaciones sobre proyectos de servicio** | |
| **24** | | lunes 11 | Preparar p. 358-60  Entregar VHL tareas electrónicas (Cap. 10) | Los tiempos del subjuntivo (Ppt. en BB)  El subjuntivo versus el indicativo | |
| **25** | | miércoles 13 |  | **Presentaciones sobre proyectos de servicio** | |
| **26** | | lunes 18 | Estudiar para la prueba | Tercera prueba (cap. 10 y cortometraje)  Clase de cocina: preparación de arepas venezolanas  **Evaluaciones del curso** | |
| **27** | | miércoles 20 |  | Repaso para el examen final | |

Examen final:

1. American Council on the Teaching of Foreign Languages. For checklists and further information on ACTFL, see http://www.actfl.org/publications/guidelines-and-manuals (click: ACTFL Proficiency Guidelines) and http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements (click: View the full Can-Do Statements document). [↑](#footnote-ref-1)
2. These summaries are derived from “NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners” (see above link). This packet, which can be downloaded from the above link, contains checklists that may be helpful to students in tracking their progress. [↑](#footnote-ref-2)