General Education Core Curriculum Objectives/Outcomes

SPA 132 is part of the Core Curriculum, and, as such, serves toward both the general goals of the core and the specific objectives of a communication course designated for inclusion in the Component Area Option as defined by the Texas Higher Board of Education.

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

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.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identifies six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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Student Learning Outcomes:

- Students will be exposed to and actively engage in discussions regarding songs, comics, videos, news and 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, En el consultorio, La tecnología and La vivienda

• Students will be able to correctly utilize the following grammatical structures: Reflexive verbs, affirmative and negative words, the preterite tense of irregular verbs, double object pronouns, comparisons, the preterite v.s. the imperfect tenses and por and para.

• Students will **investigate** very simple topics on the Internet in Spanish and record their findings.

**Assessment Assignment:** To measure the success of student acquisition of these mandated skills, one assignment during the semester will require written and oral critical analysis of a film in the target language and selected readings, which will require that students think critically about the film and the historical background, examine how individual choices and decisions influenced the story, and consider the challenges faced by Latin Americans assimilating into U.S. culture.

Completion of this assignment is required by the university and is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time.

**Organization:** This course will cover lessons 7-12 in Vistas. 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 7:** The student will be able to describe his/her daily routine, talk about personal hygiene, and reassure someone using reflexive verbs, indefinite and negative words, the preterite tense, and verbs that function like *gustar*.

**Lección 8:** The student will be able to order food in a restaurant and talk about and describe food using the preterite tense, double object pronouns, and comparisons.

**Lección 9:** The student will be able to express congratulations and gratitude, and ask and pay for the bill at a restaurant using *¿Qué?* and *¿Cuál?* correctly, the preterite tense, and pronouns after prepositions.

**Lección 10:** The student will be able to use the preterite and imperfect together to narrate and talk about how they feel physically and to talk about medical and health conditions.

**Lección 11:** The student will be able to talk about technology and electronics, use common expressions on the telephone, and talk about car trouble using por and para, reciprocal reflexives, possessive pronouns, and familiar commands.

**Lección 12:** The student will be able to welcome people to his/her home, describe his/her household or apartment, talk about household chores, and give instructions using formal commands, relative pronouns, and the present subjunctive.

**Attendance and Participation:** Attendance is mandatory. 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.
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. 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 disrupting the class in any way will result in a poor participation grade. Unexcused absences and disrupting the class in any way will result in a poor participation grade.

**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 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!** University policy forbids bringing food or drink into the classroom so please refrain from doing so. Courteous behavior is expected at all times and includes being attentive and respectful to other students during class. Please do not leave class after completing a quiz. You may, however, leave quietly after completing an exam.

**Lab:** The language lab is available to you to complete assignments for your class and to use as a resource center.

**Grading Criteria:** Exams: 40%
  Oral Q-A / Tests / Compositions: 25%
  *Quizzes / Homework / Participation: 15%
  Lesson assessments: 5%
  Final Exam 15%

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

*Your lowest Quiz / Homework / Participation grade will be dropped.

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

**Withheld Grades:** 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 course work 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 for the purpose of computing the grade point average.
**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, LRC workers or other students to assist them with assignments. Doing so constitutes academic dishonesty and will be dealt with according to university policy. Academic integrity is the 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.

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**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 / Wells**


- **W Jan 20:** Introducción al curso. TB: 226-229, **Contextos:** La rutina diaria; TB: 233,
  **Pronunciación:** The Spanish r. **Tarea:** Estudiar el vocabulario nuevo y la conjugación de los verbos reflexivos de la lección 7 y empezar WebSAM.
- **F Jan 22:** **Estructura:** Reflexive verbs. **Tarea:** Responder a las preguntas personales y practicarlas con un amigo completar WebSAM.
M Jan25: TB: 240-243, **Estructura**: Indefinite and negative words. **Tarea**: Estudiar las palabras afirmativas y negativas y completar WebSAM.

W Jan27: TB: 244-245, **Estructura**: Preterite of *ser* and *ir*; TB: 250-251, **Estructura**: Verbs that function like *gustar*. **Tarea**: Estudiar y repasar el preterito y los verbos que funcionan como gustar. Empezar WebSAM.

F Jan29: **Recapitulación**: Repaso; **Práctica**: Oral Q-A. **Tarea**: Estudiar para la primera prueba y completar WebSAM.

M Feb1: **Test 1; Oral Q-A.** **Tarea**: Estudiar el vocabulario para la lección 8. Empezar WebSAM.

W Feb3: TB: 262-267, **Contextos**: La comida; TB: 271, **Pronunciación**: ll, ñ, and z; **Tarea**: Repasar el pretérito y los pronombres de objeto directo e indirecto. Completar las preguntas personales y WebSAM.


M Feb8: TB: 281-287, **Estructura**: Comparisons; Double object pronouns continued. **Tarea**: WebSAM. Repasar para el primer examen.

W Feb10: TB: 288-289, **Recapitulación**: Repaso; **Oral Q-A.** **Tarea**: Completar WebSAM y estudiar las lecciones 7 y 8 para el examen.

F Feb12: **EXAM 1** **Tarea**: Estudiar el vocabulario de la lección 9 y empezar WebSAM.

M Feb15: TB: 300-303, **Contextos**: Las fiestas. **Tarea**: Completar la parte A de las preguntas personales y practicarlas con un compañero. Completar WebSAM.

W Feb17: Review exam; **Oral Q-A.** **Tarea**: Estudiar las formas irregulares del pretérito y empezar WebSAM.

F Feb19: TB: 310-313, **Estructura**: Irregular preterite. **Tarea**: Completar la parte B de las preguntas personales y completar WebSAM.

M Feb22: TB: 314-315, **Estructura**: Verbs that change meaning in the preterite; TB: 307, **Pronunciación**: The letters h, j, and g. **Tarea**: Repasar todos los verbos en el pretérito y completar WebSAM. Practicar las preguntas personales.

W Feb24: TB: 316-317, **Estructura**: ¿Qué? and ¿Cuál?; TB: 318-319, **Estructura**: Pronouns after prepositions. **Tarea**: Completar el ejercicio de práctica y WebSAM.

F Feb26: TB: 320-321, **Recapitulación**: Repaso; **Oral Q-A.** **Tarea**: Repasar la lección para la segunda prueba.

M Feb29: **Test 2. Oral Q-A.** **Tarea**: Completar WebSAM para repasar el nuevo vocabulario.

W Mar2: TB: 332-335, **Contextos**: En el consultorio. **Tarea**: Completar y practicar las preguntas personales, parte A.

F Mar4: TB: 339, **Ortografía**: El acento y las sílabas fuertes; TB: 342-345, **Estructura**: The imperfect tense. **Tarea**: Estudiar las terminaciones para el imperfecto del indicativo y completar las preguntas personales parte B. Empezar WebSAM.
M Mar7: TB: 346-349, **Estructura**: The preterite and the imperfect. **Tarea**: Estudiar los usos del pretérito y el imperfecto y completar WebSAM.

W Mar9: TB: 350-353, **Estructura**: Constructions with se; TB: 54-355, **Estructura**: Adverbs. **Tarea**: Empezar WebSAM y los ejercicios de práctica con el pasado.

F Mar11: TB: 356-357, **Recapitulación**: Repaso; **Oral Q-A. Tarea**: Repasar el pretérito y el imperfecto. Completar WebSAM.

**March 13-20, Spring Break / No classes**

M Mar21: Repaso del pretérito y el imperfecto. **Tarea**: Repasar el pretérito y el imperfecto. Estudiar para el examen 2.

W Mar23: **Composition**: In class writing assignment

**March 24-27, Easter Holiday / No classes**

M Mar28: **EXAM 2. Tarea**: Empezar WebSAM.


F Apr1: Review exam; **Oral Q-A.**

M Apr4: TB: 378-381, **Estructura**: Familiar commands. **Tarea**: Empezar WebSAM.

W Apr6: TB: 386-387, **Estructura**: Reciprocal reflexives; TB: 388-391, **Estructura**: Stressed possessive adjectives and pronouns; Familiar commands continued. **Tarea**: Estudiar la nueva gramática y completar WebSAM.

F Apr8: TB: 382-385, **Estructura**: Por and para. **Tarea**: Completar los ejercicios de repaso y empezar WebSAM.

M Apr11: **Estructura**: Por and para, cont. **Tarea**: Estudiar los usos de por y para y completar WebSAM. Repasar las preguntas personales.

W Apr13: TB: 392-393, **Recapitulación**: Repaso; **Oral Q-A. Tarea**: Estudiar para la prueba 3

F Apr15: **Test 3. Tarea**: Completar WebSAM para repasar el nuevo vocabulario.

M Apr18: TB: 404-407, **Contextos**: La vivienda. **Tarea**: Completar las preguntas personales.

W Apr20: TB: 411, **Ortografía**: Mayúsculas y minúsculas; TB: 414-417, **Estructura**: Relative pronouns; TB: 418-421, **Estructura**: Formal (usted/ustedes) commands. **Tarea**: Empezar WebSAM.

F Apr22: TB: 422-425, **Estructura**: The present subjunctive; TB: 426-429, **Estructura**: Subjunctive with verbs of will and influence. **Tarea**: Continuar con WebSAM.

M Apr25: Present subjunctive and La vivienda, cont. **Tarea**: Terminar WebSAM y completar los ejercicios de práctica.


F Apr 29 – Repaso general
M May2: Repaso para el examen final; **Oral Q-A: Part of final exam**
W May4: Repaso para el examen final; **Oral Q-A: Part of final exam**
F May6: Repaso para el examen final; **Oral Q-A: Part of final exam**

**Final Exam: Monday, May 9 – 1:00-3:00**