Professor: Escamilla
email: escamillapedro@sfasu.edu
Phone: (936) 468 - 4303 or 2018
Office: LAN 232
Office Hrs.: MW 10 - 11:00 and 4 - 5:00 // F 10 - 12:00 // TTh 9:00 - 10:50

Class Hours: MW 2:30 - 3:45

Text and ancillary materials:
1. Vistas textbook
2. Access code for Student Activity Manual (SAM), videos, and other ancillary resources on the Vistas website
3. DVDs of the Fotonovela video series, available in the Language Resource Center
4. Other guide sheets and worksheets to be distributed in class

Prerequisites:
The prerequisite for enrolling in Spanish 132 is a grade of C or higher in Spanish 131, or the equivalent. If you have questions as to what the “equivalent” may be, please come by the office for further clarification.

If you are in doubt as to your appropriate entry level for studies in the program for Spanish instruction and have not yet taken Spanish 131, you are encouraged to take the Placement Exam offered in the LRC during the first week of the semester.

In order to advance to Spanish 231, the course immediately following this one, you must earn a grade of C or higher in Spanish 132.

Course goals / objectives: This course is designed to (1) reinforce those Spanish communication skills to which you were exposed in Spanish 131 or its equivalent, (2) introduce you to other communication skills such as adequate narration in past time, direct and indirect commands and mastery of more vocabulary so that by semester’s end you will have been exposed to a wider array of structures in the language as well as a wider range of lexicon. While the emphasis throughout the course will be on improving your listening and writing competencies, there will be reading and speaking activities as well. In general, the scope and sequence of the topics presented will correspond to the outline provided below in the section titled “Scope and Sequence.”

Attendance: Do not create illusions for yourself. You will not enjoy this course if you are not physically and mentally in attendance at virtually every class session. Your first four absences will be automatically excused. From then on none will be
excused unless I judge the absence to be of a most exceptional nature, and there is satisfactory documentation as to the excused nature of all the previous absences. A student with an unexcused absence receives a zero for any quiz given on that day. If the absence is excused, and there was a quiz on that day, the next quiz will count twice in order to compensate for the missed quiz. In the event of two consecutive missed quizzes due to excused absences, the replacement grade for the first quiz will come from the quiz immediately preceding it, and for the second one from the quiz immediately after it. Whatever the nature of the absence, it remains the responsibility of the student to obtain any materials dispensed to the class during his or her absence. Students who leave class definitively without my permission before I have dismissed the class will earn zeros for the work credited for that day. If some particular circumstance warrants that you leave class early on any given day, let me know of this well ahead of time so that I may consider the validity of an excused early exit from class. If for health reasons you need to step out of class momentarily, do so without waiting for my permission and return promptly. If I notice that such exits have become a patterned occurrence, I will require of you a medical justification for your having to routinely step out of class. Failure to provide such justification will yield the same negative consequences stated above for leaving class definitively without my permission.

**Class conduct:** At my discretion, sleeping, eating, chewing gum, yawning aloud, allowing cell phones to make noise, texting, habitually arriving late for class, or doing anything else deemed by me to be conduct unbecoming a language student will earn the student a zero for all the graded work of that day. These zeros may be questioned only in my office, preferably during office hours. All electronic devices are to be out of sight during class unless you have previously made arrangements with me to the contrary.

**Preparation for class:** Do not let a single day go by without some attention to some aspect of Spanish. Classroom attendance, in itself, is minimally helpful unless it is accompanied by at least 60 minutes of study time daily. Studying implies reviewing class notes, completing worksheets, and reading the grammar guides handed out in class before doing the homework. It also includes taking notes on the “Fotonovela” video episodes over which you will be quizzed periodically. Study according to what is effective for you—flash cards, one-on-one tutoring, office visits, review of graded worksheets, and participation in small-group interactive sessions in the LRC and / or the AARC, for example.

**The Language Resource Center (LRC):** Located in the Ferguson Bldg (G77), the LRC has an arsenal of computers ready to serve language students for language learning activities. Helpful internet sites to access here would include the Vistas Super Site, Learning Spanish.com, and various others. The DVDs for the “Fotonovela” video series are available for use right there in the LRC.
Grade components for the course:  The course grade will be based on three major components: **Exams, quizzes, and out-of-class assignments.**

**Exams:** There will be three major exams. Each exam will cover a third of the material presented in the course. The last of these exams will occur during Finals Weeks as per the university calendar. The other two are scheduled as shown below under “Sequence of Topics”.

**Quizzes:** There will be six scheduled quizzes which will correspond to episodes seven through twelve in the Fotonovela series. There will also be other unannounced quizzes whose scope will be limited to the topics covered in the immediately preceding class. At semester’s end the lowest fourth of all the quiz grades will be eliminated before the quiz average is calculated.

**Out-of-class assignments:** All assignments coming from the Vistas Student Activity Manual (SAM) will be done and graded on-line. These tasks will come from the "Fotonovela and Panorama Cultural" sections of SAM. All of the on-line tasks are to be completed no later than 5:00 p.m. on the Friday of the week in which they are shown on the weekly schedule below. In the case of a short week the deadline for the SAM assignments will be 5:00 p.m. of the last school day for that week. All other homework will be turned in as a paper copy of a computer generated document (14 point, bold print, one-sided copy). These assignments will be due by 5:00 p.m. of the class day immediately following the day on which they were distributed in class. No homework will be accepted late nor will any homework be accepted by e-mail. By way of compensation, at semester’s end the lowest fourth (25%) of the homework grades will be eliminated before the out-of-class assignment average is calculated.

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Component</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three exams</strong></td>
<td>30</td>
<td></td>
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<tr>
<td><strong>Quizzes</strong></td>
<td>30</td>
<td></td>
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<tr>
<td><strong>Out-of-class (non SAM) assignments</strong></td>
<td>30</td>
<td></td>
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<tr>
<td>Out-of-class SAM assignments</td>
<td>10</td>
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</table>

*Exam II will count twice if the grade is higher than that of Exam I
Exam III will count thrice if the grade is higher than Exam II, and Exam II counted twice
Exam III will count twice if the grade is higher than Exam II, and higher than the average of Exams I and II, and Exam II counted only once

**Average calculated after eliminating the lowest 25% of grades**

**Scope and Sequence of topics:**

FN = Fotonovela  
PC = Panorama Cultural

**Vocabulary Topics**  
**Grammar Topics**

Lección 7  La rutina diaria

Week 1  Jan 19 - Jan 22

1. Daily routine  
   1. Review of DO / IO pronouns
Vocabulary Topics
2. Household chores
Grammar Topics
2. Use of IO / DO pronouns together
FN7, Episodio 7: Exercises 1, 2 // 3, 4 // 5, 6

Week 2 Jan 25 - Jan 29
1. Personal hygiene
2. Time expressions
PC7, Perú: Exercises 1, 2 // 4 // 5, 6

Lección 8 La comida
Week 3 Feb 1 - Feb 5
1. Food categories
2. Food descriptions
PC7, Perú: Exercises 1, 2 // 4 // 5, 6

Week 4 Feb 8 - Feb 12
1. Ways of cooking
2. Meals
PC8 Guatemala: Exercises 1 // 3, 4 // 5, 6

Week 5 Feb 15 - Feb 19
1. Review of vocabulary and grammar topics from lessons 7 and 8
2. Exam I February 22

Lección 9 Las fiestas
Week 6 Feb 22 - Feb 26
1. Special calendar events throughout the year
FN9, Episodio 9: 2, 3 // 4, 5 // 6, 7

Week 7 Feb 29 - Mar 4
1. Personal relationships
2. Stages of life
PC9, Chile: Exercises 1, 2 // 3, 4

Lección 10 En el consultorio
Week 8 Mar 7 - Mar 11
1. Health and medical terms
2. Parts of the body
3. Symptoms / Medical conditions
1. The imperfect tense, forms and function
2. The preterite and imperfect tenses in complementary distribution
Vocabulary Topics

**Week 9  Mar 21 - Mar 23**
1. Medical personnel
2. Medical treatments

**PC10, Costa Rica:** Exercises 1, 2 // 3, 4 // 5, 6

**Week 10  Mar 29 - Apr 1**
1. Review of vocabulary and grammar
    Topics from lessons 9 and 10
2. **Exam II**
  April 4

**Lesson 11  La tecnología**

**Week 11  Apr 4 - Apr 8**
1. Home electronics
2. Computers and the internet

**FN11, Episodio 11:** Exercises 1, 2 // 3, 4 // 5, 7

**Week 12  Apr 11 - Apr 15**
1. The car and its accessories
2. Stressed possessive adjectives

**PC, Argentina:** 1, 2 // 3, 4 // 5, 6

**Lección 12, Las viviendas**

**Week 13  Apr 18 - Apr 22**
1. External view of a house
2. The rooms of a house

**FN 12, Episodio 12:** Exercises 2 // 3, 4 // 5, 6

**Week 14  Apr 25 - Apr 29**
1. Typical furniture per room
2. Alternative residences

**PC, Panamá:** Exercises 4 // 5 // 6

**Week 15  May 2 - May 6**
1. Review of vocabulary and grammar
    topics from lessons 11 and 12
2. **Examen III**
   (per university schedule for Finals Week)

Ms. Susan Groce will be the SI for my three sections of SPA 132. She will meet with students on Tuesdays and Thursdays from 4:00 - 5:00 in the AARC, Rm N.
University Policies:
Academic integrity is a 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.

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 citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words 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 words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy:
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.

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 in a timely manner may delay your accommodations. For additional information go to http://www.sfasu.edu/disabilityservices/
Program Learning Outcomes: This is a general education core curriculum course and no specific program learning outcome for this major are addressed in this course.

Student Learning // Core Curriculum Objectives:

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 Education Board.

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 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

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 identified 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 this semester, and the date the assignment(s) should be 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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<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><strong>Communication Skills</strong></td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td><strong>Empirical and Quantitative Skills</strong></td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<td><strong>Teamwork</strong></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><strong>Personal Responsibility</strong></td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td><strong>Social Responsibility</strong></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:**

List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).