THE COURSE: Spanish 232 is an intermediate Spanish Language and Culture course to strengthen the target language and develop cultural competency through a communicative and interactive approach. The course is designed to deepen students’ understanding and experience of the Spanish language through four elemental components: speaking, listening reading and writing in context.

PROGRAM LEARNING OUTCOMES (Intermediate Level): 1) Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language. 2) Students will analyze and summarize authentic texts in the target language. 3) Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language. 4) Students will apply critical thinking skills in comparisons of the cultures studied and their own. 5) Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language. 6) Students will demonstrate mastery of linguistic and cultural skills.

General Education Core Curriculum Objectives/Outcomes: 1) To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation. 2) To understand the importance of specifying audience and purpose and to select appropriate communication choices. 3) To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication. 4) To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. 5) To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the development of exposition and argument. 6) To engage in a variety of readings, (fiction and nonfiction) to develop writing skills.

STUDENT LEARNING OUTCOMES: In this intermediate course students will gain a more thorough understanding of the Spanish Language at the intermediate level. By the end of the course, pupils will have an opportunity to review and reinforce major grammatical structures learned in Spanish 131-231. The course will emphasize the
following elements: 1. to further develop oral communication in the target language a variety of focused discussions will be employed; 2. through reading students will associate and be exposed to distinctive cultural viewpoints; 3. ongoing development of your writing skills; 4. communicative activities with an emphasis on authentic language; 5. an appreciation of the cultural makeup of Hispanic speaking countries via a series of assignments and media related items that integrate and support language learning.

COURSE ORGANIZATION: This class will cover selected materials from chapters 1-6 in your textbook *PUNTO Y APARTE; 4th Edition*

REQUIRED TEXTBOOK: *PUNTO Y APARTE; 4th Edition*

Additional material provided by the instructor

* MUST HAVE A Spanish-English Dictionary *

Additional Grammar Web Site: www.studyspanish.com

GRADING: Grades will be calculated according to the following scale. Grades are not curved. (100-90%) A, (89.9-80%) B, (79.9-70%) C, (69.9-60%) D, and (59.9% and below) F. Grades will be posted on D2L.

Homework 10%
Participation/ Attendance 15%
Exams 2: 15% (30%)
Individual Oral Presentation 15%
Final Exam 30%

D2L: Throughout this course students are expected to check D2L for information about assignments, homework, important links, discussions etc.

TAREA/HOMEWORK/D2L: Assignments from the Manual de Actividades (MA) and Textbook (TB). These activities are geared towards reviewing known grammatical concepts, vocabulary, and expand on reading comprehension and writing.

EXAMS: There will be a total of three exams throughout this session and a final comprehensive exam. The dates of these exams are on the syllabus. The exams are formatted as follows: listening, reading comprehension, grammar and a written composition. If you arrive late to an exam and miss the listening comprehension section it will not be repeated. There are no make-up exams given.

PREPARATION: Students are required to prepare materials before coming to class this entails, preview and review of grammatical aspects, exercises and readings from your textbook, and homework.
PARTICIPATION AND ATTENDANCE POLICY: Attendance is mandatory. Your final course grade will be affected negatively based on lack of attendance, participation and preparation for each class meeting.

The key to successful participation is daily attendance, arriving on time, coming to class prepared, and ready to interact with your professor and classmates only in Spanish. As a university student you should strive in every class meeting to: have an understanding of the material being discussed, cooperate in all assigned activities with classmates, do your utmost to provide qualitative feedback during peer review sessions, actively participate in class discussions, display a civil, courteous and polite attitude toward your professor and classmates. Reasons that will contribute to lower your participation in class are: absences, arriving late, leaving early, coming to class unprepared, disruptive behavior, unwillingness to participate in classroom activities or communicate in Spanish.

ABSENCES: Students are allowed 2 absences at their discretion. These absences could be for university-sponsored events, a religious observance, illness or family related events or emergencies. However, once the two absences are surpassed for any of the reason stated above, students lose .5 percentage points of participation and attendance — respectively — per absence for a total of 1% of your final grade, unless other arrangements are made with Dr. Miranda-Recinos immediately. If you must miss class for any reason, you will still be responsible for all assignments due.

CLASS CONDUCT: There is a University policy that forbids any eating and drinking in the classroom. These activities interfere with the normal functioning of the class, and should be avoided. Electronic devices: Please SILENCE all electronic devices before entering class.

• Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

TUTORS AT AARC: The students at SFA are privileged to have access to an excellent free tutoring service for French and Spanish through the AARC. Although I strongly urge any student having difficulty to see me for help, the AARC can offer assistance as well.

When can I use the AARC campus tutoring service? For assistance with workbook exercises. Tutors cannot give you responses directly but may point you in the right
direction. For help reviewing for tests and general review. For input on assignments already graded by instructor. You may NOT however seek assistance on graded assignments that you will turn in again for points in the class.

**When can I not use the AARC?** For assistance in portfolio writing or typed compositions. For assistance with presentations. Note that it is YOUR responsibility and not that of any tutor or native speaker to know when you can and cannot seek their assistance. Although, you may ask for assistance from tutors remember that all assignments submitted have to be 100% your own. If this is not the case I will treat it as academic dishonesty. If you are unclear on these policies, please see Dr. Miranda-Recinos.

**Academic Integrity (A-9.1) Original Implementation: Unpublished**

**Last Revision: July 19, 2011**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- 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 include, but are not limited to:

- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

**Procedure for Addressing Student Academic Dishonesty**

For a complete list about procedures and appeals see: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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/.

Withheld Grades Semester Grades Policy (A-54) : 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.
Tentative Course Schedule for SPA 232, Spring 2016

Codes: TB: Textbook; MA: Manual & Tarea: Homework. Students are expected to check D2L for information about course content.

Week 1: (Jan. 19 & 21)

TB: Repasar las 10 preguntas en la p. 6 (from TB) Estar preparado para contestar en clase.

Tarea from MA: p.22 D & p.23 E

Week 2: (Jan. 26 & 28)

T: Repaso de tarea; TB: 14-20; Comunicación Oral con vocabulario. Lectura y Ejercicios de comprensión.


Week 3: (Feb. 2 & Feb. 4)

T: Videoblogs de ciudades españolas. Usar el pasado con nuevas expresiones. Antonio Gaudí arquitectura.
Tarea: TB 35 D) A comentar. Mirar y tomar notas de dos o tres videos en YouTube y estar listos para comentar.
MA: Check D2L for more info.

R: Comentar videos y lectura “Salvador Dalí”. Práctica y Comprensión.
Tarea: Completar valoración del Capítulo 1. Capítulo 2 TB: 43 preparar preguntas, leer historia “¡La quiero mucho, pero me vuelve loco!” Revisar vocabulario págs. 46-47.

Week 4: (Feb. 9 & 11)

Tarea: TB 50 Leer, también leer, repasar y estudiar el pasado págs. 202-211. Completar prueba diagnóstica en p. 52 (entregar)
MA: Ejercicios de gramática, ver página en D2L.
R: TB: 53-56 Lectura, actividades de comprensión, gramática y comunicativas.
Tarea: TB: 57-60 Lectura y repaso del pasado p. 202-211.
MA: Ejercicios de gramática, ver página en D2L.

Week 5: (Feb. 16 & 18)
MA: Ejercicios de gramática, ver página en D2L.

R: EXAM # 1

Week 6: (Feb 23 & 25)
Tarea: Estudiar vocabulario, repasar preguntas TB: 82.
MA: Ejercicios de gramática, ver página en D2L.

R: Practica el vocabulario, ejercicios de comunicación. TB: 83-84 “Los piropos”.
Tarea: Escribe las respuestas para Prueba diagnostic en TB 85; TB: 90-93 leer selecciones y escribir 4 preguntas para compartir el martes.
MA: Turn in Prueba Diagnostica in D2L

Week 7: (Mar. 1 & 3)
T: Videoblogs “Lugares fascinantes” discusión en clase. TB: 80-81 Repaso verbos “ser y estar con adjetivos”.
Tarea: TB: 98 Leer introducción a la lectura. Completar el párrafo pag. 88.
MA: Ejercicios de gramática, ver página en D2L.

Tarea: TB: 104 completar
MA: Ejercicios de gramática, ver página en D2L.

Week 8: (Mar. 8 & 10)
T: Lectura y Composición en clase.
Tarea: TB:107, leer “La Plaza Dorrego en Buenos Aires”.
MA: Ejercicios de gramática, ver página en D2L.

R: Lectura en contexto y actividades comunicativas
MA: Ejercicios de gramática, ver página en D2L.

MARCH 12- 20 Spring Recess
Week 9: (Mar. 22 & 24)

Tarea: Vocabulario del capítulo
MA: Ejercicios de gramática, ver página en D2L.

R: Easter Break March 24-27
LAST DAY TO DROP March 23

Week 10: (Mar 29 & 31 )

T: Repaso de actividades. Ejercicios de comprensión con vocabulario. Prueba diagnóstica
Tarea: MA: Ejercicios de gramática, ver página en D2L.

R: EXAMEN # 2.

Week 11: (April 5 & 7)

T: Actividades con los gustos. Usando el vocabulario, ejercicios de comprensión
Tarea: MA: Ejercicios de gramática, ver página en D2L.

R: TB: 133-135 Para discutir y más de la narración del pasado (parte dos).
Tarea: TB: 137-140 lectura “Un pueblo boliviano”.
MA: Ejercicios de gramática, ver página en D2L.

Week 12: (April 12 & 14)

T: TB: 226-228 Gramática y actividades de comprensión.
Tarea: TB: 138 “Este mundo nuestro; págs. 139-140 repasar vocabulario
MA: Ejercicios de gramática, ver página en D2L.

R: TB: 141-143 “En la prensa”. Leer y comentar usando acciones hipotéticas.
Tarea: Leer “La gente indígena”, TB: 144-145 leer “La vida política de los jóvenes hispanos”.
MA: Ejercicios de gramática, ver página en D2L.

Week 13: (April 19 & 21)

T: Lecturas y discusiones acerca de eventos contemporáneos.
Tarea: Lectura “Dos palabras” de Isabel Allende.
MA: Ejercicios de gramática, ver página en D2L.

R: Discusión de la lectura.
MA: Ejercicios de gramática, ver página en D2L.
Week 14: (April 26 & 28)

T: El futuro y el condicional. Discusión y actividades de comprensión
Tarea: TB: 180, 188-190. Leer “Los portadores de sueños”.
MA: Ejercicios de gramática, ver página en D2L.

R: El futuro y el condicional.
MA: Ejercicios de gramática, ver página en D2L.

Week 15: (May 3 & 5)

T: Presentaciones orales. Entregar portfolio

R: Presentaciones orales

FINAL EXAMS WEEK. March 9th -13th