|  |
| --- |
| **SPA 102 – Spanish Language and Culture II: Spring 2017**  **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRUT4rogVYeBFNgTvTQEz2krlvBPHUDGCMOeOoeXOqYiiBywJIH**  The College of Idaho  Department of Modern Foreign Languages  Instructor: Paul Sebastian  Office: KAIC 207 Office Hours:  Classroom: Class Schedule: |

# REQUIRED MATERIALS

* *Sol y viento* 3rd ed. 2012. B. VanPatten, M. J. Leeser & G. Keating
* Online Manual to accompany *Sol y viento* (Quia Volume 2)
* Additional materials accessed through sebaworld.weebly.com

# RECOMMENDED MATERIALS

* Print version of Spanish dictionary if you’d like to use one in class (no electronic dictionaries will be used)

# COURSE OBJECTIVES

* Develop communicative proficiency at the novice and intermediate levels in reading, speaking, listening, and writing
* Present target culture through various products, practices, and perspectives.
* Establish the foundation for interpersonal, presentational, and interpretive communicative modes.

# COURSE PEDAGOGY AND EXPECTATIONS

**Pre-requisite**

Students enrolling in SPA 102 should have completed SPA 101 or its equivalent. Students may also be placed into SPA102 through the CAPE placement test.

**Use of Spanish in the Classroom**

This course will be conducted entirely in Spanish. You will be expected to use only Spanish in the classroom to the extent possible. We do things in class that require the presence and participation of others. What is designed to be done outside of class can and should be done alone. Successful classroom learning is dependent on the presence and participation of all students enrolled in the course.

**Daily Preparation and Study**

You are responsible for your participation inside and outside the classroom. Students are expected to supplement each hour spent in the classroom/lab with 2 hours of study outside of those settings. I have office hours and am willing to help if you have questions. Always keep your graded work in a folder in case it is necessary to verify the grade. Any question about a grade on an assignment or other work must be brought to my attention within 1 week of receipt of that grade.

# EVALUATION CRITERIA

Final exam 20%

Exams (3) 30%

Quia Online HW 10%

Writing Responses (4) 15%

Oral Exam 10%

Lab Activities 10%

Attendance 5%

Grading scale: A= 100-93% A-= 92-90%, B+= 89-87%, B= 86-83%, B-= 82-80%, C+= 79-77%, C= 76-73%, C-= 72-70%, D+= 69-67%, D=66-63%, D-= 62-60%, F= 59-0%

# COURSE REQUIREMENTS AND POLICIES

## **Exams and Final Exam – 50%**

There will be three unit exams this semester. These exams will assess your understanding of and proficiency with aspects of Spanish introduced throughout the course. Each unit exam will be worth 10% of your overall grade. In addition to these unit exams, there is a final exam which will be comprised of content from the fourth unit as well as material from the entire semester. As these assessments together make up 50% of your total grade, it is highly recommended that you prepare for them diligently.

## **Quia Online Homework – 10%**

### **Antes de clase**

For each class meeting, it is necessary to **read ahead** in the textbook so that you will be able to successfully participate in class. On your *Course Schedule* in the column labeled “Antes de clase,” there are page numbers that indicate the sections of the text that need to be studied prior to coming to class.

Familiarize yourself with the sections labeled “Vocabulario.” You should be able to recognize these words when they are used in context. Carefully read and study the sections labeled “*Gramática.*” These sections consist of very concise explanations of the grammar points that will be covered in class. These explanations are in English! It is your responsibility to prepare questions if you do not understand something in the explanation. Because in-class explanations of grammar **will be brief**, it is important that you study these concepts thoroughly before coming to class.

### **Después de clase**

The homework consists primarily of activities in the *Online Manual (Quia)*. **Deadlines for these assignments are listed on the syllabus and on the Quia website.** No late assignments allowed. You will notice that the activities that you are asked to complete after each class correspond with the sections in the textbook that were covered in class that day. These activities were carefully designed to reinforce the concepts presented in class.

This component of the course is largely dependent upon your diligence in completing the tasks to the best of your ability. You will be able to submit your answers online as many times as you like in order to achieve the grade that you desire. As your instructor, I am able to see the date and time that you submit your assignments to confirm that assignments are being completed on time. You will receive credit for each assignment that you complete in good faith and submit on time.I will be more than happy to clarify any doubts that you may have regarding the activities that you are completing and how your grade is calculated during office hours.

If you forget to do the homework assignments for a particular lesson, you should plan on completing them anyway. **If, at the end of the semester, you’ve managed to have a score of 80% or above on every other lesson, I will accept your missed lesson assignments at full credit if they have been done.**

## **Writing Responses – 15%**

In order to develop written proficiency in the target language students will submit a written response to a selected writing prompt every **three weeks**. These activities offer the opportunity to synthesize the concepts covered in class while practicing writing-connected discourse. As much as possible, these prompts will consist of real-world writing exercises. Please see sebaworld.weebly.com for further instructions and a rubric for this requirement.

These written responses must be typed, double spaced, and adhere to the specific requirements of length and content. You must include the word count at the bottom of the document. Although some writing prompts may vary, they will generally require a detailed response ranging in length from 1 to 2 pages. These activities will be graded for accuracy and content.

## **Oral Exam – 10%**

You will participate in an open conversation which will be in the form of an oral interview. Each student will be individually interviewed by the professor and a grade will be assigned in accordance with the student’s unofficial rank on the American Council on the Teaching of Foreign Languages oral proficiency scale.

**Lab Activities – 10%**

Each week you will need to spend 1 hour learning Spanish on one of the approved digital platforms. Instructions and a guide for how to utilize these programs will be provided in class. These activities are separate and in addition to your Quia homework. A weekly lab report will need to be filled out and submitted to Canvas which will serve as a record of your lab activities for the week.

**Attendance – 5%**

Any tardies or unexcused absences accrued during the semester will result in a loss of points from this category. A student who misses class due to an excused absence will neither be marked absent nor present.

**COLLEGE, DEPARTMENT, AND COURSE POLICIES**

## **Academic Integrity**

Language learning is a process, and this makes it especially important for me to be able to see *your* work. **For this reason, all written work you turn in must be your own, and the following are NOT allowed:** having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; translating directly from another source; using electronic translation programs; copying from someone else’s assignments or from another source (eg. a reading in a textbook or the internet without clear attribution). Representing someone else’s work as your own or turning in work on which you received unauthorized or unacknowledged assistance is an act of academic misconduct and may result in academic sanctions (refer to The College of Idaho *Academic Honor Code* for more information). If you have questions about your work or would like someone to look over it, please see me during my office hours.

## **Use of Technology in the Classroom**

To maximize class time, turn-off and put away cell phones and computer devices before class. Talking, texting, or checking your phone is not acceptable in class. If this policy is violated the student may be asked to leave the classroom. If you must have your cell phone on during a certain class session for an emergency reason, please let me know before class. If you wish to consult a Spanish dictionary in class, please bring a printed copy of one for reference.

## **Support for Students with Disabilities**

The College of Idaho seeks to provide an educational environment that is sensitive to the needs of students with disabilities. The College provides reasonable services to enrolled students who have a documented permanent or temporary physical, mental or sensory disability that qualifies the student for academic accommodations under the Americans with Disabilities Act or section 504 of the Rehabilitation Act. If you have, or think you may have, a disability that impacts your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through the [Learning Support and Disability Services office](http://www.collegeofidaho.edu/campus-life/learning-and-support-services/learning-support-disability-services) located in Hendren Hall (208-459-5683). Disability-related adjustments to course expectations can be arranged only through this process and accommodations are not retroactively applied.

## **Late Work and Make-ups**

Completing work when it is due will help you to learn Spanish more quickly and easily so I encourage you to turn in all work on time. If you have an approved absence (at my discretion), homework may be turned in late by the following class date. Late homework may, at my discretion, be accepted but 5% will be deducted for each day that the assignment is late and starting with the day that the assignment is due (days include weekends and holidays). This late work policy does not apply to the Quia online homework so please adhere to those deadlines.

Make-ups for exams and presentations are at the discretion of the professor and only in cases of verifiable illness or emergency. If an exam or presentation coincides with an official College event, notify me as soon as possible to request a pre-arranged make-up. **All students must take the final exam as scheduled.** Make-ups will not be arranged to accommodate social events or travel (including before or after a break). Students are responsible for checking the course schedule and planning around exams.

## **SPA 102**

## **Course schedule**

## **Spring 2017**

* This schedule is subject to change but all changes will be made known to the student beforehand.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semana | Antes de clase **(Lectura)** | En clase | **Después de clase**  **(Quia)** | **Tarea**  **(Other deadlines)** |
| **Semana 0**  1 – 3 de febrero | miércoles | Introdución al curso |  |  |
| viernes | Introducción a los recursos digitales |  |  |
| **Semana 1**  6-10 de febrero | lunes  246-251 | **Lección 5A - La tecnología y yo**  *- Mi computadora*  *-¡Me fascina!* | 5A.1A, 5A.1B, 5A.1C, 5A.1D, 5A.1E |  |
| miércoles  252-257 | *-Mi celular*  *-Ya te lo dije.* | 5A.2A, 5A.2C, 5A. 2D, 5A.2F |  |
| viernes  258-263 | -*Mi niñez y juventud*  *-¿En qué trabajabas?* | 5A.3A, 5A.3B, 5A.3C, 5A.3D, 5A.3F, 5A.4A |  |
| **Semana 2**  13-17 de febrero | lunes  270-275 | **Lección 5B – Érase una vez…**  *-En 1972…*  -¿Qué hacías cuando te llamé? | 5B.1A, 5B.1B, 5B.1C, 5B.1E | -Lab 1 due  -Quia HW due – 5A |
| miércoles  276-281 | *-Durante la guerra…* -No lo sabía | 5B.2A, 5B.2B, 5B.2C, 5B.2E, 5B.2F |  |
| viernes  283-287 | -*Me gradué en 2010*  *-Tenía 30 años cuando nació mi primer hijo.* | 5B.3A, 5B.3B, 5B.3D, 5B.4A, 5B.4B | -Writing response 1 due |
| **Semana 3**  20-24 de febrero | lunes | **Día de los Presidentes – no hay clase** |  |  |
| miércoles | Repaso para el Examen 1 |  | -Lab 2 due  -Quia HW due – 5B |
| viernes | **EXAMEN 1** |  |  |
| **Semana 4**  27 de febrero - 3 de marzo | lunes  298-303 | **Lección 6A – Vamos al extranjero**  -*Para hacer viajes*  **-***Vuelva Ud. mañana.* | 6A.1A, 6A.1B, 6A.1C, 6A.1D, 6A.1E, 6A.1F | -Lab 3 due |
| miércoles  304-309 | -*¿Cómo llego?*  *-¡No vuelvan tarde!* | 6A.2A, 6A.2B, 6A.2C, 6A.2D, 6A.2E |  |
| viernes  310-315 | *-En el restaurante*  *-¡Lo he pasado muy bien!* | 6A.3A, 6A.3B, 6A.3C, 6A.3E, 6A.3F, 6A.4A |  |
| **Semana 5**  6-10 de marzo | lunes  322-327 | **Lección 6B – La naturaleza y el medio ambiente**  *-¿Cómo es el paisaje?*  *-¡Ten paciencia!* | 6B.1A, 6B.1B, 6B.1C, 6B.1D, 6B.1E | -Lab 4 due  -Quia HW due – 6A |
| miércoles  328-333 | *-El medio ambiente*  *-¡No me hables!* | 6B.2A, 6B.2B, 6B.2D, 6B.2E, 6B.2F |  |
| viernes  334-339 | *-De vacaciones*  *-Es el más guapo de todos.* | 6B.3A, 6B.3B, 6B.3C, 6B.3D, 6B.3E | -Writing response 2 due |
| **Semana 6**  13-17 de marzo | lunes | **Conversación en un restaurante** |  | -Lab 5 due  -Quia HW due – 6B |
| miércoles | Repaso para el examen 2 |  |  |
| viernes | **EXAMEN 2** |  |  |
|  | **Receso de la primavera 20-24 de marzo** | | | |
| **Semana 7**  27-31 de marzo | lunes  350-355 | **Lección 7A – ¿Cómo te sientes?**  **-***Estoy tenso*  *-¿Cómo se siente?* | 7A.1A, 7A.1B, 7A.1C, 7A.1D, 7A.1F | -Lab 6 due |
| miércoles  356-363 | *-Estoy un poco enfermo.*  *-Estaban contentos, ¿no?* | 7A.2A, 7A.2B, 7A.2C, 7A. 2D, 7A.2F |  |
| viernes  364-369 | *-Me duele la garganta.*  *-Hace dos años que se me rompió el brazo.* | 7A.3A, 7A.3B, 7A.3C, 7A.3E |  |
| **Semana 8**  3-7 de abril | lunes  376-381 | **Lección 7B – Los demás y yo**  **-***Te tengo mucho cariño.*  *-Se conocen bien.* | 7B.1A, 7B.1B, 7B.1C, 7B.1D, 7B.1E, 7B.1F | -Lab 7 due  -Quia HW due – 7A |
| miércoles  382-387 | *-Eres muy romántico.*  *-Espero que sea divertido.* | 7B.2A, 7B.2B, 7B.2C, 7B.2D, 7B.2E |  |
| viernes  388-393 | *-¡Me engañó!*  *-A menos que no quieras…*  Repaso para el examen 3 | 7B.3A, 7B.3B, 7B.3C, 7B.3D, 7B.3E, 7B.3F, 7B. 4B | -Writing response 3 due |
| **Semana 9**  10-14 de abril | lunes | **EXAMEN 3** |  | -Lab 8 due  -Quia HW due -7B |
| miércoles  404-409 | **Lección 8A – El dinero y las finanzas**  **-***¿Cómo manejas el dinero?*  *-Ver es creer.* | 8A.1A, 8A.1B, 8A.1C, 8A.1D |  |
| viernes  410-415 | *-Las deudas*  *-¿Qué harías* | 8A.2B, 8A.2C, 8A. 2D, 8A.2E, 8A.2F |  |
| **Semana 10**  17-21 de abril | lunes  416-421 | *-La economía*  *-Si tuviera más dinero...* | 8A.3A, 8A.3B, 8A.3C, 8A.3E | -Lab 9 due |
| miércoles  428-433 | **Lección 8B – Los medios de comunicación**  **-***¿Cómo te informas?*  *-Te llamó por teléfono.* | 8B.1A, 8B.1B, 8B.1C, 8B.1D, 8B.1E, 8B.1F | -Quia HW due – 8A |
| viernes | **Día de investigaciones – No hay clase** |  |  |
| **Semana 11**  24-28 de abril | lunes  434-439 | *-¿Qué hay en la televisión?*  *-Dudo que lo sepa.* | 8B.2A, 8B.2B, 8B.2C, 8B.2E | -Lab 10 due |
| miércoles  440-445 | *-La responsabilidad cívica*  *-¿Qué quieres que haga?* | 8B.3A, 8B.3B, 8B.3C, 8B.3D, 8B.3F |  |
| viernes  456-461 | **Lección 9- Lo que nos espera**  *-Las profesiones*  *-¿Qué pasará?* | LF.1A, LF.1B, LF.1C, LF1.D, LF.1E | -Writing response 4 due  -Quia HW due – 8B |
| **Semana 12**  1-5 de mayo | lunes | **EXAMEN ORAL - No hay clase** |  | -Lab 11 due |
| miércoles | **EXAMEN ORAL - No hay clase** |  | -Quia HW due - LF |
| viernes | Repaso final |  | -Lab 12 due by following Monday |

**Final Exam: May 12, 1:30-4:30pm**