

Español 112-B**Primavera del 2018**WAKE FOREST
UNIVERSITY

Department of Spanish and Italian

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Horas de oficina: ***lunes 11:00-12:00, miércoles 11:00-12:00 y con cita***

Placement: *If you placed in a higher-level Spanish course, you are expected to start at that level. To drop to a lower level (including from 113 to 111 or 112), you must appeal your placement to the departmental placement appeals officer (Dr. Burgos) and obtain permission; otherwise, you will not receive credit for that lower course.*

TEXT

¡Arriba! Comunicación y cultura. (Zayas-Bazán et al., **6th** ed. 2015 Release). It comes with a bound-in password for the book's Online Learning Center (Mylanguagelabs.com), and a laminated Quick Guide to Spanish Grammar. In SPA 111, we cover the first half of this book (through *Capítulo* = 'chapter' 8); the rest is then covered in SPA 112. Always bring the text with you to class. You may also need an adequate Spanish dictionary for this class and higher-level ones.¹

OBJECTIVES

This course is designed for students who have already taken Spanish 111. The overall objectives are:

1. To develop basic proficiency in speaking and listening in the language with an introduction to reading and writing.
 2. To learn to communicate in the language about personal experiences.
 3. To develop a greater awareness of the geography and culture of the Hispanic world.
- Specific objectives for each chapter are described in the textbook.*

NOTE: The Department of Spanish and Italian has a policy of no texting, eating, drinking, chewing gum, or smoking in the classroom. You must **turn off** any sound-making devices (**including cell phones**) before you enter the classroom. Store them out of sight. Also, take care of any personal needs (i.e. going to the bathroom, filling water bottles) **BEFORE** class begins.

COURSE GRADE

Your course grade will be calculated as follows:

9%	Daily Preparation and Evaluation
16%	Classwork: 8 % Classwork & participation, 8% Homework & extracurricular activities
5%	Oral assessments
10%	Compositions
40%	Average of exams I, II, III
20%	Final exam

¹ Especially recommended are (paperback) *The Bantam New College Spanish & English Dictionary* or McGraw-Hill's *Harper Collin's Spanish and English Dictionary* (very good for paperbacks, and generally sufficient at this level of study) and (hardbound reference type) the *Oxford Spanish dictionary* (very dependable for American English and contemporary Spanish).

Grading Scale:

All 100-200 language classes use the Wake Forest standard grading scale for numeric scores:

93–100=	A	88–89 =	B+	78–79 =	C+	68–69=	D+	<60=	F
90–92 =	A-	83–87 =	B	73–77 =	C	63–67=	D		
		80–82 =	B-	70–72 =	C-	60–62=	D-		

While tests might have up to 2% of extra-credit questions at the end, there are **no “extra-credit projects”** to compensate for unsatisfactory performance on the above measures of ability in the language. Note that we adhere to the following definitions of grades from the WFU Bulletin:

A	=	exceptionally high achievement	C-, D+, D, D-	=	passing but unsatisfactory
A-, B+, B	=	superior	F	=	failure
B-, C+, C	=	satisfactory	I	=	incomplete

ATTENDANCE

*Consistent attendance is VITAL in a language class. For that reason, unless on official university business, or for a documented medical condition requiring more than three absences, **each absence after the third will result in a decrease of one percent on the final grade for the class.***

When you're absent, you don't miss a lecture you can make up by borrowing others' notes, but the direct input and personal practice with communication that are essential for language learning. We will follow the book as indicated on the Syllabus (you'll always know where we are), but there will also be irreplaceable practice that just can't be made up.

From the Office of the Dean: Accommodations. *If you have a disability that may require an accommodation, please contact the Learning Assistance Center (758-5929) **within the first 2 weeks of the semester.** Please consult with me as soon as possible so we can discuss strategies to help you be successful in this course.*

COURSE SET-UP

The course has several components, both in class and out of class. In class, we focus on learning through listening and on developing proficiency through speaking; the Preface (xvi) section at the beginning of the book (make sure you read it) gives a good introduction to the general principles that will be followed for acquiring the language, and also some good advice about how to prepare for class. Except for brief clarifications, **this class will regularly be conducted in Spanish**, as per departmental policy. The attached Syllabus shows the material that will be focusing on for each day, and which you are expected to prepare for class. In particular, you should:

1. Look over the new points featured in the assigned material, and complete **ALL** listening and writing practices assigned for homework. Your assignment for each class will be a combination of reading, listening, and writing.
2. Study the vocabulary as well, which is introduced in class and then summarized at the end of the chapter.
3. Review recent material.

Written exercises will be assigned from the textbook or workbook as homework to develop your mastery of the material and ability to write in Spanish. You are to turn in these assignments promptly: since they are scheduled so as to reinforce material at a certain point in the course, **late work will be penalized with a lower grade.**

Note: *I use computer projection in class to illustrate and discuss the material. But I cannot release my PowerPoints or place them in Sakai; they contain copyrighted material that “educational fair use” allows as a teaching aid but not for general distribution.*

OUT-OF-CLASS WORK

Three class contact hours per week are not enough for developing proficiency in a language, and there are four other important components for this course: *audio, video, and computer work*, and some *extracurricular activities*. The first three are individualized learning that you carry out during the week at your convenience; the full class doesn't

do these as a group. These activities are most effective when carried out regularly throughout the course in conjunction with the current chapter of the book; they are practically worthless for language learning if you postpone them and then try to make up a semester's work in a couple of marathon sessions.

1. The audio, video, and computer components of this course can be found at:

<http://www.mylanguagelabs.com>. This is the textbook website; bookmark it on your computer. In order to access the materials here, you need to register on the site using the access code that came with your textbook and the course identification number that your instructor will provide for you. On this site, you can listen to the audio activities found in your Student Activities Manual, watch the videos indicated by the video icon in your textbook, use the self-checking Student Activity Manual exercises, and find extra practice activities. It also provides additional recordings, tutorials, and recommended websites for exploring Hispanic culture, reinforcing and rounding out your command of the language.

Remember: all these types of out-of-class work (audio, video, computer...) are integral parts of this course; it's what is meant in the course's WFU course description: "**Lab required.**" But except for some exercises in the workbook that I assign, it is **YOUR** responsibility to cover them yourself on a regular basis; no one is going to check to see if you're doing them. Any deficiencies will soon start showing up in your class participation and your performance on tests. *The online version will allow you to go over your mistakes, and it will explain why something is wrong. Use the workbook to practice grammar, vocabulary, and listening.*

2. The extracurricular component to this course:

The Department of Spanish and Italian sponsors a number of activities and talks in Spanish. During the semester, I will announce several activities that are relevant learning experiences for this class. You are encouraged to attend as many as possible to increase your experience with the language and culture; but you are also required to **choose any 2 of them** during the semester and write up a report.

For all Spanish classes, these count as class work essays, and at least one must be turned in before midterm, the other before the last day of classes. **The due dates are indicated on the syllabus.**

PLAN IN ADVANCE, and attend events as early as you can. If for any reason the event is cancelled, you cannot use this cancellation as an excuse for not turning in your report on time.

The reports should be:

- **1 page each:**

25% → A **BRIEF SUMMARY** of the event you attended.

75% → analysis of what you learned from the event (reactions, comments, opinions, etc.).

- Use *Word-processed (Times New Roman 12), doubled spaced.*
- In English for this class, but Spanish is encouraged.

Online Spanish Activity Calendar: Sign-Up Instructions

It is YOUR responsibility to sign up to attend the event.

- **You must be logged into your Google Account.**
 - Using the Google Chrome browser, go to: <http://romancelanguages.wfu.edu/>. Click on Student Engagement → Activities → Spanish Activity Calendar
 - Click on a specific activity for a brief description.
 - Unless the event is designated as "No sign-up necessary," click the link and sign up as indicated.
 - Please be considerate of others; if you are unable to attend, please remove your name from the list so that someone else may sign up
 - If there is NO SIGN-UP box after an event, no registration is needed; you can just show up.

Note: Movies seen on your own that are not sponsored by the department **do not count** for the extracurricular activity. You must attend an approved event.

3. Homework:

You will turn in written assignments from your **Workbook** as they are scheduled on this syllabus (they are marked as **PE**).

Important: If the assignment has more than one page, fasten the pages with a stapler, never a clip, nor by folding the corners back.



A word to the wise:



Even though not all activities are turned in for a grade, they are most effective when carried out regularly as assigned; they are practically worthless for language learning if you postpone them and then try to do them all in a huge marathon session.

*Remember, there are printers available in the library if your printer is not working. **Homework not turned in at the beginning of class for any reason will be counted as late (one letter grade per day it is late).***

Homework Submission Guidelines

Best = Typed, double-spaced, stapled. Assignment is identified (i.e. Act. 15-G, SAM, p. 157).

Acceptable = Handwritten neatly on notebook paper or on SAM page, name written on all pages. Double spaced, stapled. Use PEN.

NOT acceptable = Electronic or e-mail submission.

COMPOSITIONS



During this course, as preparation for writing in SPA153, you will write 2 compositions in Spanish, and in class. Your daily class work and homework will be preparing you to write them. **I will announce the topic and further specifications two days in advance.**

- Each should have a title, and correct spelling, including punctuation and accent marks.
- Incorporate the vocabulary and grammar we have studied, as fully and accurately as you can. Include connectors.
- Be organized, and start with an introduction, develop throughout the body, and write a conclusion.
- Divide your composition into paragraphs where necessary to highlight the organization of your ideas.
- Write complete and complex sentences, **with a minimum of 7 words per sentence**, and use connectors (i.e. **porque, ya que, pero, y, sin embargo, además, por eso...**) to connect short phrases or similar ideas.

Composición 1. 150-180 words.

- This composition requires the use of the **subjunctive** in noun and adjective clauses.
- Review chapters 9, 10.
- Study those verbs, expressions, and conjunctions that require the use of the subjunctive in the subordinated clause.

Composición 2. 180-200 words.

- This composition requires the use of the **future**.
- Review the use of subjunctive and study the future in chapter 12.

TESTS²



There are no make-ups for daily evaluations missed due to tardiness or absence (excused or unexcused); however, at the end of the course your 4 lowest daily evaluation scores (including up to 4 zeros) will be dropped.

1. Daily Evaluation / Preparation.

At the beginning of each session, there is a daily evaluation to monitor your daily preparation and progress, and to help prepare for exams. **This evaluation** (about 4 or 5 brief questions, oral and written) **will cover the new material for the day**, but it could include recently studied points. The grade is simply the number of correct answers.

2. Oral Assessments.

There will be a minimum of two oral assessments throughout the semester. The first one will be done before Fall Break, and the second one before the final exam. Oral assessments may be either recorded or live speaking assessments and will be similar to oral practice in class, such as question and answer, picture description, or other activity.

3. Exams.

On the four dates indicated on the Syllabus, we have full-period exams. The listening comprehension part of the first three exams will be done the day before (see pg. 7). These tests are cumulative but not comprehensive: they focus on the recent quarter of the material, but build on an accumulation of skills and knowledge from the course so far. Two or three days before each exam, you will receive a study guide with sample questions.

Test Make-Up Policy

If you must miss an exam or an in-class composition, a makeup is available *if*

1. You directly notify and give a valid reason to your instructor **before exam time**, and
2. Provide documentation, if warranted, and make up the test or composition as soon as you can return.

Otherwise, a missed exam or composition results in a grade of **zero**.

(Note that the grade of "I"=incomplete is available only under the terms in the WFU Bulletin.)

² Remember that proficiency in a language is a *skill*. The evaluations and tests examine not only *what* you know, but *how well* you know it and can use it, and they are therefore timed.

CLASS PARTICIPATION EVALUATION CRITERIA

- A. The student always comes to class and is on time.
The student makes meaningful, thoughtful contributions in Spanish by readily asking or answering questions and volunteering to read aloud.
The student is attentive and respectful to other students as they participate, and does not distract others.
The student always speaks Spanish during group or pair work, and is a leader in the group.
- B. The student always comes to class and is on time.
The student often makes meaningful, thoughtful contributions in Spanish by volunteering questions and answers and volunteering to read aloud.
The student is attentive and respectful to other students as they participate, and does not distract others.
The student always speaks Spanish during group or pair work, participates actively in Spanish in the group, and is sometimes a leader in the group.
- C. The student always comes to class and is on time.
The student occasionally volunteers a thoughtful question or answer or volunteers to read aloud.
The student is attentive and respectful to other students as they participate, and does not distract others.
The student almost always speaks Spanish during group or pair work, and participates actively in the group.
- D. The student almost always comes to class.
The student arrives late to class.
The student rarely volunteers or contributes in class.
The student is attentive and respectful to other students as they participate, and does not distract others.
During group or pair work, the student tends not to participate, or often speaks in English.
- F. The student misses a number of classes.
The student arrives more than 10 minutes late to class.
The student does not contribute to class discussion.
The student distracts others and/or is disrespectful.
The student does not participate, or often speaks in English, during group or pair work.
The student uses a cell phone in class.

Pass/Fail Policy for 100-Level Language Courses

Sophomores, juniors, and seniors may choose to take 100-level language courses pass/fail, subject to instructor approval and the following requirements.

- Pass/fail students must achieve an overall course grade of C or better to pass.
- Pass/fail students are subject to the same attendance policy as all students.

Pass/fail students must complete each component of the course included in the syllabus grade breakdown. That is, students will not be able to skip any one part of the course, such as homework or the final exam, and still earn

THE HONOR CODE: GRADED WORK MUST BE YOUR OWN WORK

For any work to be turned in for this course, you may use your textbook, a language dictionary (NOT an online translator), or ask me. You may not consult with a tutor. For more information, see the document “Honor Code,” which you can access on the Sakai site for this class.

IMPORTANT! → MY LANGUAGE LAB

When you access the textbook website <http://www.MyLanguageLabs.com> for the first time:

- Use **EXPLORER**, not MOZILLA
- Click on Student, new user, and type the code that comes with your book. There is a tutorial on how to register, and how to access all the material on the course.
- You will need to create your account using a login name and a password created by you.
- Find your session, and enroll using the following ID number:

▪ SPA 112 = **CRSKLKU-613212**

- You will have access to *Arriba*'s e-book and e-workbook, and lots of other material.
 - Please DO NOT send any messages using “mylanguage labs” email. Use our official way of communication: Wake Forest email.
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Syllabus / Plan del curso

This syllabus shows the material in the textbook to be prepared for each day of the course. In addition, you also:

1. Prepare the corresponding pages (páginas) as they are indicated on this page.
2. Review the material we worked on in the preceding class session.
3. Do the corresponding written and listening exercises in the Student Activities Manual (online or the paper copy).
4. **Assignments to turn in:** They are marked as **PE** (Para Entregar), and are due the date shown below.
 - a) **Homework:** The assignments you need to turn in are from your *Student Activities Manual*. Follow instructions on this syllabus (p. 4) to know how to turn in your assignments (double spaced, staple, etc.).
 - ❖ *You do not have to re-type the questions; just provide the answers.*
 - ❖ **For the Taller, you need to write a paragraph with at least eight long and complete sentences.**
 - b) **Extracurricular activities:** Follow instructions on this syllabus (p. 3). See final deadlines below.

It is your responsibility to work on the electronic material each week outside of class during the semester.

17 de enero: Día de nieve	19 de marzo: capítulo 12 (407-411)
19 de enero: Introducción al curso y repaso SPA 111	Introduce topic for second composition
22 de enero: Repaso de SPA 111	21 de marzo: capítulo 12 (412-417)
24 de enero: capítulo 9 (282-292)	PE: Ejercicios 12-6, 12-15, 12-19, 12-42, <u>12-54</u>
26 de enero: capítulo 9 (293-297)	23 de marzo: Second in class composition
29 de enero: capítulo 9 (298-305)	26 de marzo: capítulo 13 (418-423)
31 de enero: capítulo 9 (306-311)	28 de marzo: capítulo 13 (424-429)
PE: Ejercicios 9-13, 9-43, 9-48, <u>9-56</u>	30 de marzo: <i>No hay clase – Viernes Santo</i>
2 de febrero: capítulo 9 (312-317)	2 de abril: capítulo 13 (430-435)
5 de febrero: <i>Repaso y parte oral</i>	4 de abril: capítulo 13 (436-442)
7 de febrero: Examen 1: Repaso de 111, Capítulo 9	6 de abril: capítulo 13 (443-451)
9 de febrero: capítulo 10 (318-326)	PE: Ejercicios 13-07, 13-11, 13-22, 13-38, <u>13-49</u>
12 de febrero: capítulo 10 (327-331)	9 de abril: <i>Repaso y parte oral</i>
14 de febrero: capítulo 10 (332-342)	11 de abril: Examen 3: Capítulos 12-13
Introduce topic for 1st composition	13 de abril: capítulo 14 (452-460)
16 de febrero: capítulo 10 (343-349)	16 de abril: capítulo 14 (461-467)
PE: Ejercicios 10-9, 10-15, 10-20, 10-48, <u>10-57</u>	18 de abril: capítulo 14 (468-474)
19 de febrero: First in class composition	20 de abril: capítulo 14 (475-481)
21 de febrero: capítulo 11 (350-358)	PE: Ejercicios 14-12, 14-32, 14-39, 14-42, <u>14-49</u>
23 de febrero: capítulo 11 (359-365)	23 de abril: capítulo 15 (482-490)
First oral assesment due	25 de abril: capítulo 15 (494-501)
26 de febrero: capítulo 11 (366-377)	(Second oral assessment due)
PE: Ejercicios 11-8, 11-21, 11-46, <u>11-54</u>	27 de abril: capítulo 15 (502-507)
28 de febrero: <i>Repaso y parte oral</i>	(Second extracurricular due)
(First extracurricular due)	30 de abril: capítulo 15 (508-512)
2 de marzo: Examen 2: Capítulos 10-11	PE: Ejercicios 15-7, 15-14, 15-23, 15-30, <u>15-44</u>
3-11 de marzo: <i>Receso de primavera</i>	2 de mayo: <i>Repaso examen Capítulos 14 y 15</i>
12 de marzo: capítulo 12 (384-390)	Examen final: sábado el 5 de mayo a las 9am
14 de marzo: capítulo 12 (391-399)	
16 de marzo: capítulo 12 (400-406)	