

**GRAYSON COUNTY COLLEGE**  
**SPAN 2312 Course Syllabus**

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**Course Information**

SPAN 2312.A01 and A36, Intermediate 2, Spring 2017

**Type of Course/Delivery Mode/Testing Requirements**

Face-to Face course, Lecture 3 hrs/week on campus

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**Professor Contact Information**

*Instructor: Mary Yetta McKelva*

*Phone: 903-463-8623*

*E-mail: mckelvam@grayson.edu (I prefer to be contacted through Canvas messages.)*

*Office: LA 105B*

*Office hours: Mondays and Wednesdays from 2:30 to 4:00 p.m.*

*Tuesdays and Fridays from 1:00 p.m. to 4:00 p.m.*

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**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Pre-requisite: Spanish 2311 or three to four years of Spanish in accredited high school with the consent of instructor. Students are expected to have studied all verb tenses in the indicative and subjunctive moods.

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**Course Description**

The consolidation of skills acquired at the introductory and intermediate levels. It further develops proficiency in listening, speaking, reading and writing. Language objectives center on the application of higher communicative skills, allowing students to narrate past events, influence, predict and recommend. Emphasis is on comprehension, appreciation, and interpretation of the cultural aspects of the Spanish-speaking world. (R) ACGM 2016

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**Student Learning Outcomes (SLOs)**

Upon successful completion of this course, students will:

1. Summarize authentic spoken discourse produced by Spanish speakers of diverse origins.
  2. Produce Spanish comprehensible to native speakers using complex grammatical structures to communicate analytical and interpretive information in both impromptu and prepared speech.
  3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.
  4. Write evaluations and critiques at a high intermediate level using complex grammatical structures.
  5. Formulate cohesive paragraphs and essays.
  6. Interpret cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts. ACGM 2016
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**Required Textbooks and Materials**

Cultural Fiction novels by TPR Storytelling, available in the GC Bookstore

*Frida Kahlo*

*La Guerra Sucia*

*La Hija del Sastre*

**Suggested Course Materials:** Britt & Casa, *Exploraciones*. 2<sup>nd</sup> edition or Custom edition,

Calderon-Young & Mebane, *Más fácil: A Concise Review of Spanish*

**Other Course Materials:** Pen or pencil, **three-ring notebook, dividers** and paper

**Reading Assignments & Course Calendar**

**SPAN 2312**

*This schedule may be changed during the semester at the discretion of the professor to better meet the needs of the course. Notice of change will be given in class and or in Canvas. **In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto Canvas for directions on how to continue the coursework.***

<b>Week</b>	<b>Date</b>	<b>Readings and Evaluation dates</b> <b>Date indicates discussion over the chapters. Read chapters before class.</b>
1	Jan 16 Jan 18	<b>No hay clase</b> Syllabus
2 (Grammar Review Module)	Jan 23 Jan 25	Repaso de la gramática Presentación de la novela <i>Hija del Sastre</i> y la gramática
	Jan 30 Feb 1	Capítulos 1 - 2 Capítulos 3 - 4
4	Feb 6 Feb 8	Capítulos 5 - 6 Capítulos 7 - 8
5	Feb 13 Feb 15	Capítulos 9 - 10 Capítulos 11 - 12
6	Feb 20 Feb 22	<b>Work on projects - no hay clase</b> Capítulos 13 - 14
7	Feb 27 Mar 1	Capítulos 15 - 16 y <b>hablar del tema</b> <b>Examen</b>
8 (Module 2)	Mar 6 Mar 8	Presentación de la novela <i>Frida Kahlo</i> Capítulos 1 - 2
	<b>Mar 13- 17</b>	Capítulos 3 - 4 <b>SPRING BREAK</b>
9	Mar 20 Mar 22	Capítulos 5 - 6 Capítulos 7 - 8
10	Mar 27 Mar 29	Capítulos 9 - 10 Capítulos 11 - 12
11	Apr 3 Apr 5	Capítulos 13 – Epílogo y <b>hablar del tema</b> <b>Examen</b>
12 (Module 3)	Apr 10 Apr 12	Presentación de la novela <i>la Guerra Sucia</i> y la gramática Capítulos 1 - 2
13	Apr 17 Apr 19	Capítulos 3 - 4 Capítulos 5 - 6
14	Apr 24 Apr 26	Capítulos 7 - 8 Capítulos 9 - 10
15	May 1 May 3	Capítulos 11 - 12 Capítulos 13 – Epílogo y <b>hablar del tema</b>
16	May 8	<b>Examen</b>

**Methods of Evaluation:**

Grades for the semester will assess the Student Learning Outcomes (SLOs). Course grade will be the sum of points received on the writing assignments, speaking evaluations, the exams and class participation/attendance.

Evaluation	Description	Total Points Possible
<b>1. Attendance and participation</b>	Attendance is required and is imperative to achieve the practice towards proficiency. Students are required to speak in Spanish in class. Keeping it simple is fine, the goal is to express ideas and be understood. Four points earned for ORAL participation/class attendance. Preparation and participation in the language each class day consists of expressing ideas related to the story, role-playing, retelling and predicting. The Roll Call feature of Canvas calculates the attendance points.	<b>100 points</b>
<b>2. Oral Proficiency</b>	<i>SLO #2: Produce Spanish comprehensible to native speakers using complex grammatical structures to communicate analytical and interpretive information in both impromptu and prepared speech.</i> Each class day students are required to speak Spanish to express accurate information, to implement new vocabulary, and to use higher-level speaking skills based on seven communicative functions: describing, comparing, narrating in the past, reacting and recommending, expressing preferences, hypothesizing and talking about the future. <b>Hablar del tema</b> oral evaluations will measure progress in speaking Spanish to present information on the cultural practices and products of the Spanish-speaking countries selected for the course. Rubrics for speaking criteria will be provided.	3 oral evals x 20 pts <b>60 points</b>
<b>3. Culture awareness blog/essay</b>	<i>SLO #3 and 6: Demonstrate increasing comprehension of authentic written texts in a variety of genres. Interpret cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.</i> One blog post in Canvas or an essay about one of the semester's topic to demonstrate an understanding of the complexity of life in a country of study during its historical period.	<b>40 points</b>
<b>4. Writing beyond the text as homework</b>	<i>SLO #4 and 5: Write evaluations and critiques at a high intermediate level using complex grammatical structures. Formulate cohesive paragraphs and essays.</i> Short writings will be assigned throughout the reading of each novel to increase writing skills and build on creativity in writing beyond the material presented in the novel. Students will write to present information, concepts and ideas. Students should strive to build higher level writing skills to narrate, hypothesize, react, recommend and speculate about the future. Assigned writings must include the new vocabulary, and must be written with an introduction, developed ideas, and a clear conclusion for the purpose and audience. Grades will be based on the content, the grammatical functions and the use of new vocabulary. Rubrics with writing criteria will be provided.	<b>15 points per writing</b> <b>180 points</b>

<b>5. Exams</b>	There will be an exam over each novel. Exams will include vocabulary and grammar objectives, a writing section and questions about the culture topics discussed in class. No makeup exams will be given. If you know in advance of a conflict on an exam day, schedule a test date with the professor prior to the exam day. Students may not leave the classroom during an exam.	<b>150 points</b>
<b>6. Final Exam</b>	The final exam will cover the grammar and vocabulary practiced throughout the semester.	<b>70 points</b>
<b>TOTAL:</b>		<b>600 points</b>

Your letter grade will be earned according to the following scale.

<b>Sum of Seven Grades</b>	<b>Course Letter Grade</b>
<b>537 – 600</b>	<b>A</b>
<b>427 - 536</b>	<b>B</b>
<b>296 – 426</b>	<b>C</b>
<b>175 - 295</b>	<b>D</b>
<b>0 - 174</b>	<b>F</b>

Exams and grading rubrics will be returned to students during class, grades will be posted in Canvas. **In the event of school closing on an evaluation or exam day, the assignment or evaluation will be due the next available class day.**

**Homework:** Consists of reading chapters in the novel, learning the vocabulary, reviewing the grammar structures, and implementing both in the writing and speaking assignments. Writing beyond the text assignments are to be completed after reading the chapter in the novel. Students may be asked to briefly share and compare the content in the writing. The writing assignments will be turned in and graded with a rubric.

**Late work:** Late work will receive a reduction of one letter grade. Work should be submitted **BEFORE**, not after, a due date. Thus, graded evaluations missed due to an absence will not be accepted unless the instructor is **notified prior to the absence**. The same applies for students with excused absences for attendance at GC's or high school's extracurricular events; students should inform the professor **prior to the absence**. Responsibility for work missed because of illness or school business is the responsibility of the student.

Allow yourself time to read silently and **aloud**. Sound out unfamiliar words, concentrating on the vowel sounds. The audio of the novel will also be provided in Canvas to help improve pronunciation and intonation. As you read, look for cognates to give meaning and context clues. **There is no need to read chapters of the novel ahead of schedule.** Class conversational activities prepare students for the upcoming chapter, check comprehension of the reading and allow for predicting of upcoming events. Predicting is ruined if you already know what has happened.

### **Methods of Instruction**

The class will be conducted primarily in Spanish. Demonstration of the language structures are in Spanish but will be handled in such a way that provides comprehensible meaning to what is said. **Students are involved in the demonstration and will be asked to relay information in Spanish.** Class time will be

devoted to the **application and oral practice of** using the language to role-play, obtain information with question/answer sessions, and storytelling. The goal is to communicate more effectively, both verbally and in writing.

- Class time will be to integrate seven communicative functions in the oral discussions with the new vocabulary over the readings. The functions enable students to build higher level writing skills to narrate, hypothesize, react, recommend and speculate about the future. Instructor guidance will be given with vocabulary acquisition, and with grammar structures that support each communicative task.
- Writing practice will be assigned to increase comprehension of authentic written texts to implement high intermediate level grammatical structures. Students are required to formulate cohesive paragraphs and essays. Writing assignments are to be completed outside of class.
- Listening comprehension practice is provided with the audio portion of the novel loaded in Canvas. Additional audio for listening comprehension may come from audio sources online.
- Student participation is essential in developing and maintaining oral proficiency in the language. In order to participate and contribute to the class discussions in the target language, students must have read the assigned readings in the novels come to class prepared to express ideas, use the **new** vocabulary and grammar structures needed.

#### **What I expect of you:**

- Prepare for class by reading the chapters in the novel, learn the vocabulary and review grammar presented.
- Participate in class. Form ideas related to the reading as it applies to you personally.
- Bring the appropriate materials to class, i.e., the novel, and a three-ring notebook, along with paper and pen or pencil and the homework.
- Individual practice outside the classroom with Quizlet and the grammar textbook.

#### **What you can expect of me:**

- Be prepared for instruction each class day
- Prompt grading, normally return the assignments the next class day
- Check messages in Canvas each day and respond within 24 hours
- Periodically post announcements in Canvas
- Offer additional help to students who are struggling, must make an appointment

Success and enjoyment of this course are dependent upon self-discipline, regular attendance and being prepared with the material. Proficiency improves with daily use of the language. Thus, the class time will provide much interaction in pairs, small and large group activities. Attend class, read the chapters in the novel for the assigned class period, practice orally, complete the writing assignments, and you will do well in the course.

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### **Course & Instructor Policies**

#### **Class Attendance**

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. Attendance for class will be checked daily. **Students who miss class for any reason are responsible for all material covered that day and for assignments given.** Please check the Table of Assignments and Calendar in the syllabus for the material covered during class. Assignments missed due to an absence will not be accepted unless the instructor is notified prior to the absence. **Students with 6 or more absences will not be allowed to pass the course.**

Prompt attendance is expected. Arriving late to class and or leaving class early three times equals one absence. **Cell phone use**, texting or viewing texts, during class **counts as an absence**. As an **incentive**

**for daily attendance and class participation** any student who has three or less absences (total class) and comes regularly prepared for class **may receive up to three points on the final grade.**

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### **Student Conduct & Discipline**

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance and an attitude that seeks to take full advantage of the educational opportunity. As professor for the course, I give you my complete and total attention and respect. I ask that this courtesy be reciprocated to your classmates and me. Bring the novel to class and be prepared to actively contribute to class. When you are not ready for class, you waste my time, your classmates' time and your own time. Students are to be on time and stay the entire time. Arriving late, leaving and returning during class, leaving early, texting and packing up early disrupt the class and are rude to your classmates and to me.

Cell phones and other electronic devices are not permitted for use in class unless instructed by the professor. **Cell phone use, texting or reading texts, during class counts as an absence.** Any student talking, texting, listening to headphones, or engaging in other disruptive behaviors can be counted absent and may be asked to leave the classroom.

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Due to numerous small and large group activities, students are asked to be careful when bringing drinks in the classroom. I ask that you avoid eating during class, as this is a communication course and we move about the classroom to speak with different classmates.

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### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. Likewise, **the use of electronic translators and help from native speakers do not reflect a student's writing ability in the target language. Students are expected to complete assignments by applying the vocabulary and structures taught in the course.** Evidence of such work is also unacceptable. Any student who commits an act of scholastic dishonesty are subject to a failing grade on the assignment.

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### **Student Responsibility**

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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## **TITLE IX**

GC policy prohibits discrimination based on age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veteran's status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator ([903-463-8714](tel:903-463-8714))
- Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903](tel:903-415-2506)) 415-2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator ([903](tel:903-463-8753)) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: ([903](tel:903-463-8777)) 463-8777- Main Campus) ([903](tel:903-415-2501)) 415-2501 - South Campus)
- GC Counseling Center: ([903](tel:903-463-8730)) 463-8730
- For Any On-campus Emergencies: 911

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Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences. These descriptions and timelines are subject to change at the discretion of the Professor. Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>