

GRAYSON COLLEGE
SPAN 1412 Course Syllabus

Course Information

SPAN 1412.A01 (A02 and A46) Beginning Spanish 2, Spring 2017

Type of Course/Delivery Mode/Testing Requirements

Face-to-face classroom instruction: Lecture 3 hrs/wk Tuesdays and Thursdays and Lab 1.4hrs/wk Thursdays on campus

Professor Contact Information

Instructor: Mary Yetta McKelva

Phone: 903-463-8623

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

Office: LA 105B Office hours: M/W from 2:30 to 4:00 p.m.

T/F from 1:00 to 4:00 p.m. or by appointment

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

The Beginning Spanish I course develops language skills for students with little or no previous exposure to Spanish. Prerequisite: Adequate score on TSI. Co-requisite: SPAN 1112 (LAB)

Other restrictions: must have access to computer for listening comprehension

Course Description

The second semester beginner course for university transfer credit covers basic Spanish language skills in listening comprehension, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner to low intermediate level. Acquisition and competence in these areas will be attained through a communicative approach to language learning. Students also explore the practices, perspectives and products of the culture and the diversity within the Spanish-speaking world. (R) (ACGM 2016)

Student Learning Outcomes

Upon successful completion of this course students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.
2. Demonstrate understanding of level-appropriate spoken Spanish.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate texts.
5. Identify and discuss traditions, customs and values of the Hispanic world.
6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.

Required Textbooks and Materials

Blitt and Casas. *Exploraciones, Custom Edition*. Heinle Cengage Learning, 2016 with Student Activities Manual Custom Edition and iLrn™ Heinle Learning Center Printed Access Card
ISBN for package: **9781337058247**

Other Course Materials: Computer, High speed Internet for iLrn material

Pen or pencil, notebook paper, 1 Folder 8½ X 11 with brads or ½ inch three ring binder for the portfolio

Required Assignments & Academic Calendar

SPAN 1412.A01

*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 into Canvas for directions on where or how to continue the coursework.***

Week	Date	Course Calendar Dates for, Topics, Readings and Evaluations due for class
1	Jan 17 Jan 19 Jan 19	Syllabus, Repaso, Chapters 1- 3 vocab Repaso, Chapters 2 - 4 Grammar and Chapter 5 - G 3 Chapter 5: G2 ser y estar, Vocab 2 and G4 saber y conocer
2 (Module 1)	Jan 24 Jan 26 Jan 26	Capítulo 6 – Vocabulario/Léxicas and Gramática 1: verbos reflexivos Cultura 1 y Gramática 2 LAB: Manual (SAM) and Textbook - Lectura 1, <i>Los Bakers</i> , Chp. 1
3	Jan 31 Feb 2 Feb 2	Léxicas 2 y Gramática 3 Cultura 2 y Gramática 4 LAB: bring Manual , <i>Los Bakers</i> – Los Bakers, Chp. 2 and quiz
4	Feb 7 Feb 9 Feb 9	Redacción Evaluación oral Examen: Capítulo 6
5 (Module 2)	Feb 14 Feb 16 Feb 16	Capítulo 7: Léxicas 1- and Gramática 1 Cultura 1 and Gramática 2 LAB: Manual , Hora de escuchar, <i>Los Bakers</i> , Chp. 3
6	Feb 21 Feb 23 Feb 23	Léxicas 2- and Gramática 3 Cultura 1 and Gramática 4 LAB: Manual , Hora de escuchar, <i>Los Bakers</i> , Chp. 4 and quiz
7	Feb 28 Mar 2 Mar 2	Redacción Oral evaluation with instructor Examen: Capítulo 7
8 (Module 3)	Mar 7 Mar 9 Mar 9	<i>Los Bakers</i> Chp. 5 Capítulo 8: Léxicas 1 Gramática 1
	Mar 13-17	SPRING BREAK
9	Mar 21 Mar 23 Mar 23	Cultura 1, and Gramática 2 LAB: Manual and Lectura 1 <i>Los Bakers</i> , Chp. 6 and quiz
10	Mar 28 Mar 30 Mar 30	Léxicas 2 and Gramática 3 Cultura 2 and Gramática 4 LAB: Manual, Lectura 2 <i>Los Bakers</i> , Chp. 7
11	Apr 4 Apr 6 Apr 6	Redacción Evaluación oral LAB: Manual and <i>Los Bakers</i> , Chp. 8 and quiz
12	Apr 11 Apr 13 Apr 13	Repaso de estructuras Examen: Capítulo 8 Cultural blog/essay due
13 (Module 4)	Apr 18 Apr 20 Apr 20	Capítulo 9: Léxicas 1 and Gramática 1 Cultura 1 and Gramática 2 LAB: Manual and Lectura 1 <i>Los Bakers</i> , Chp. 9

Week	Date	Course Calendar Dates for, Topics, Readings and Evaluations due for class
14	Apr 25 Apr 27 Apr 27	Léxicas 2 and Gramática 3 Gramática 4 and Cultura 2 LAB: Manual, Lectura 2, <i>Los Bakers</i> , Chp. 10 and quiz
15	May 2 May 4 May 4	Redacción Evaluación oral Repaso de estructuras
16	May 9	Final Exam , at 10:00AM for SPAN 1411.002, room LA 108

Methods of Evaluation

Course evaluations during the semester assess the Student Learning Outcomes (SLOs) that cover the four language skills, cultural practices and participation in class and lab. Course grade will be the sum of points earned on the writing assignments, speaking evaluations, the exams and class participation/attendance.

Evaluations	Description	Total Points Possible
1. Attendance & Participation in class and lab	<i>SLO #1: Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.</i> Participation in a language course consists of aural, oral and written practice in the target language whether it is <u>individually</u> , in <u>unison</u> , in <u>pairs</u> , or in <u>groups</u> . To <u>participate</u> and <u>contribute</u> to the class activities in the target language, students must come to class <u>prepared to use</u> the vocabulary and grammar structures in the lesson. Attendance and participation points will be earned by attending class and lab, and contributing to the activities using the Spanish presented. The Roll Call Attendance feature in Canvas will track attendance and points.	200 points
2. Aural and Reading (Lab activity)	<i>SLO #2 & 4: Demonstrate understanding of level-appropriate spoken Spanish. Read and comprehend level-appropriate texts.</i> To increase proficiency in the language, students will listen to and read a novel throughout the semester. The lab hour will be used to develop and improve speaking ability in the language through discussion, role play and etc. There will be a short quiz over every two chapters of the novel.	5 quizzes x 10 pts 50 points
3. Cultural awareness blog/essay	<i>SLOs #5 & 6: Identify and discuss traditions, customs and values of the Hispanic world. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.</i> Students will write a blog or a short essay in English to capture the elements and biases of the Spanish-speaking culture. With the information discussed in class and the <i>Lectura</i> readings, students will explain their understanding of the complexities of the Spanish-speaking culture as it compares to yours. A rubric will be given to explain expectations and criteria.	50 points

4. Oral Proficiency	<p><i>SLO #1: Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.</i></p> <p>Three evaluations of 25 points each will measure a student's progress in the language to narrate, express ideas, desires, influence an action and obtain information. The evaluations will be in the form of an interview, personal narratives to express ideas, and partnered communicative tasks.</p>	100 points
5. Writing portfolio	<p><i>SLO #3: Write simple sentences and organize them into short paragraphs.</i></p> <p>Four guided compositions of 25 points each based on the lesson theme will be assigned to develop writing skills that implement the grammar objectives in the lesson. Each writing entry will be turned in <i>neatly</i> in a folder with brads to be kept as a writing portfolio. These guided writing assignments <u>must be written during class</u>.</p>	25 pts x 4 writings 100 points
6. Exams	The chapter exams include listening and reading comprehension, vocabulary and grammar objectives, a writing section and questions about the culture topics discussed in class. The listening comprehension section, once presented for an exam, will not be repeated for those who arrive late . No makeup exam will be given. Students will not be allowed to leave the classroom once any exam has been distributed.	3 chapter exams 300 points
7. Final Exam	The exam over Chapter 9 is included on and taken concurrently with the final exam. A portion of the exam is dedicated to Chapter 9; however, the exam is comprehensive as vocabulary and grammar build on each other as a language is developed.	100 points
TOTAL:		900 points

Letter grades will be earned per the following scale.

Sum of Grades	Course Letter Grade
805 - 900	A
639 - 804	B
419 - 603	C
248 - 418	D
0 - 247	F

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

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

Homework: The *Student Activities Manual* (SAM, the printed manual) provide activities for useful practice and review of the language material. The activities in the manual are suggested as homework and should be completed outside of class after finishing each corresponding lesson in the main text. The homework is not graded. Answers can be checked with the answer key posted in Canvas. Students who choose to do the homework practice in eSAM online in the iLrn Center, will receive computer graded feedback as available from the computerized system.

New Reading material: This semester the class will pilot an easy to read cultural fiction novel, *Los Baker van a Perú*. The best way to learn a language is to use it in a real communicative way. The novel will provide us a real topic. It will reinforce the vocabulary and grammar presented in the textbook. Students are to read the chapter for the designated week and be prepared to discuss the content of the chapter. The audio portion of the chapter will be available in Canvas. The content of the novel will enable students to acquire language naturally, and will make the vocabulary and grammar relevant and real.

We will begin the novel together in class and then continue as outside reading. Allow time to read silently and aloud. Sound out unfamiliar words and concentrate on the vowel sounds. Play the audio that will be available in Canvas as you read along. Look for cognates to give meaning and context clues. **There is no need to read chapters of the novel ahead of schedule.** Conversational class activities prepare students for the upcoming chapter. 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.** Students will not be expected to always respond totally in Spanish. However, now that the vocabulary has increased more use of the language will be required. Continual practice with the language builds proficiency and confidence. Class time will be devoted to the **application and oral practice of** very basic situations using the language. The LAB hour on Thursdays in the classroom will reinforce structures presented during the week. The lab may also be used for speaking evaluations, writing assignments, novel quizzes and exams.

What I expect of you:

- Prepare for class by learning the vocabulary, reading and **preparing the *Analizar and Comprobar*** sections in the textbook/e-text. Instructor guidance will be given via textbook and class time activities.
- Participate in class. To participate and contribute to the class discussions in the target language, students must come to class **prepared to use the vocabulary** and grammar structures needed.
- Bring the appropriate materials to class, i.e., the textbook along with paper and pen or pencil.
- Keep up with the “borrowed” novel. If lost, the student must pay \$6 to replace it.
- Individual practice/Homework outside the classroom is assigned in the *Student Activities Manual (SAM)*.

What you can expect of me:

- Be prepared for instruction each class day
- Prompt grading, normally return the exams the next class day
- Check email 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. Learning occurs through the exchange of ideas; therefore, to express ideas, you must come to class **prepared to use** the vocabulary and grammar structures presented. Attend class, read the chapter and do the homework in the workbook. Vocabulary is retained better when it is written often and pronounced out loud each day.

Course & Instructor Policies

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. Attendance for class and lab 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 8 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**.

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. Be prepared to actively contribute to class. Have the textbook and completed assignments with you. 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 in class. **Cell phone use, texting or viewing 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**.

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.

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.

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.

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

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>