

Dixie State University
Dept. of History, Humanities, and Modern Languages
SPAN 1020 Beginning Spanish II, 4 credits – Spring 2020

Section:	1 CRN 20036	Classroom:	UPLAZAB 110B 11-11:50 M-Th
Instructor:	Dr. Michael Cartmill	Office Hours:	T-Th 10-11, 1-2; F 11-12
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Course Materials

1. *Tu mundo: español sin fronteras*, 1st edition. Magdalena Andrade, et al. New York: McGraw Hill, 2014.
2. Bilingual dictionary (not pocket type).

Introduction: Learning a second language can be a rewarding experience as it helps you to develop skills to communicate with those with whom we live in an ever-changing world.

Course Description: For students who have completed SPAN 1010 or who have equivalent experience (approximately two years of high school Spanish). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Speaking, listening, reading, and writing, as well as cultural awareness will be emphasized. Varied methods are used to teach the class, including videos and drilling. Students using 1020 as an entry level class may receive vertical credits for SPAN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Upon completion of this course you will be prepared to take SPAN 2010. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. Prerequisite: SPAN 1010 or instructor permission.

Graduation Requirements:

Students who complete one year of Spanish at Dixie State University (8 credits) fill the language requirement for the Associate of Arts Degree, and student who completes two years of Spanish can fill the language requirement for the Bachelor of Arts Degree.

Program Learning Outcomes:

Expected Learning Outcomes to be accomplished by the end of the Spanish program:

1. **Oral Proficiency:** Students will be able to communicate in the presentational, interpersonal and interpretive modes at the advanced low level according to ACTFL.
2. **Writing Competency:** Students will be able to express themselves in the presentational, interpersonal and interpretive written modes of communication at the Advanced Mid-level according to ACTFL.
3. **Culture Awareness:** Students will be able to analyze the relationship between the products, practices and perspectives of the Spanish culture.
4. **Literature analysis:** Students will be able to demonstrate analytic, interpretative and critical thinking skills with respect to texts from Latin America, and Spain.

Course Objectives: At the successful conclusion of this course, students will be able to:

1. Manage successfully a number of uncomplicated communicative tasks in straightforward situation.
2. Express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor.
3. Describe cultural differences between their own and that of the people whose language they are learning.

My Teaching Philosophy: Language learning has to be personalized and internalized in order to truly take root and become part of a student's core knowledge. While the classroom provides a dynamic forum for using the language, practicing, experimenting, and perfecting specific skills, the short time of exposure it provides should be supplemented by out-of-class opportunities and study. The pursuit of acquiring and maintaining a superior level of proficiency in a foreign language is a life-long endeavor, even more so if one lives in an area or country outside of a native-speaking community. Students, therefore, are encouraged and should be empowered from the beginning to self-educate, to find motivation, and seek out exposure to the language on their own.

Your success in this course depends on you and the time you put into it. Though not required, a good dictionary is essential to expanding your word usage and correct selection of definitions. Do NOT just learn what the book tells you, it's a starting point is all. Lean the words you need to talk about you and your particular situation, family, likes, job, etc. Keep a small notebook to write down vocabulary words you want to look up. Trying to remember them all during the day and writing them down later will result in the loss of many potential new words. It's helpful to expose yourself to the language as much as possible, four hours a week is relatively very little. You can pick a television show, read an on-line newspaper from any country of your interest, etc. Be creative!

Beginning and even intermediate students often feel inhibited speaking in front of others—get into the habit early of speaking and using as much Spanish as you can from the beginning! You WILL make mistakes; it is expected and is part of the process of language learning. Most people don't even speak their native language without errors, don't expect to be perfect, but also be open to corrections. Learning a new language can be frustrating at times, the more open-minded you are when attending class, the easier concepts will be internalized.

Grades: Final grades will be determined on a percent of the total possible and in accordance with the following descriptions. No extra credit is offered. You earn your final grade, whatever it ends up being. Experience has proven to me that in this class, the three most important ingredients for success are attendance, participation, and daily effort outside of class to practice the concepts.

A students: Attend class regularly and participate in class to help make it a stimulating environment. These students show enthusiasm to discover new skills and complete all course requirements on time with precision and insight and reflect this on exams and assignments.

B students: Attend class regularly and add to a stimulating classroom environment. They complete all work on time and with precision and insight.

C students: Show satisfactory mastery of subject and perform beyond minimum course expectations and show moderate understanding of material.

D students: Show borderline understanding of subject and rarely meet minimum expectations.

Grades:

Final grades will be determined on a percent of the total from chapter tests, homework assignments, listening tests, and speaking tests, less deductions for excessive absences.

Written Tests	50%
Homework	10%
Writing book	5%
Listening	10%
Speaking (oral exams)	10%
Final	15%

- A. Chapter Tests:** Unit/chapter tests-- Chapters 8-14. These tests will be given in the Testing Center. They will be offered so that you have some flexibility as to when you take them, so that late and early tests will not be given except in the most extreme emergencies and with approval of the program director.

Late/early tests: You are expected to take tests on the scheduled dates. Late and early tests may be assessed a 10% penalty or more. If there is a verifiable emergency, contact me ASAP, and I will try to work with you. However, leaving early for vacations is not an emergency, so plan your vacations ahead of time. The premature purchase of a plane ticket is also not an emergency.

Homework: Homework assignments for each chapter will be due the day the following chapter is started. You get the full credit for completing the assignment, even if it is not correct the first time. Do some of this work each day throughout the chapter so that you can ask questions about concepts you don't understand.

Writing book: Once a chapter you will be given a small writing assignment to be kept in a Green Book. Length and topic will be discussed as they approach.

Late Homework: Homework submitted late will be assessed a 50% penalty for the first day, and will not be accepted more than one day late.

- B. Listening Tests:** Two Listening tests will be given and will be worth a total of 10% of your grade. These will be given in class according to the following:
Chapters 8 and 9
Chapters 10, 11, and 12
(Chapters 13 and 14 will be on the final)

- C. Speaking Tests:** These tests will be listed on the schedule attached. 10% total.
Test one will be given after chapter 9.
Test two will be given after chapter 11.
Test three will be given at the end of the semester and will be comprehensive.

D. Attendance/Participation: Although not a formal part of your grade, regular attendance is a key to a student's success. I expect students to attend class and to participate. Also arriving late and/or leaving early is disrupted and should be avoided. Four absences will be excused, but your grade will be lowered for additional absences. A student who misses 16 or more classes will receive an F grade.

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

E. Final Exam: The final exam will be held as scheduled by the university. It will include a Listening test.

Class Policies: Speak as much Spanish in class as you can.

Turn off cell phones and **DO NOT** get them out during class. There may be specific activities where cell phones can be used, you will be notified when that happens.

No food or drink except for water

Arrive on time and stay the entire time. If you do have a legitimate need to arrive late to class or to leave early, let me know.

Cheating in any form will be disciplined according to policy.

Be respectful of the learning environment and your classmates.

DSU Policies, Procedures, and Semester Dates: Click on this link –

<http://academics.dixie.edu/syllabus/> – for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the Library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, Wellness Center and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

Disability Accommodations: If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine the eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

Academic integrity: In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at:

<http://dixie.edu/humanres/policy/sec5/533.html#appeals>

Title IX: DSU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this to the college's Title IX Director, Cindy Cole, (435) 652-7731, cindy.cole@dixie.edu. If you report to a faculty member, she or he must notify the Title IX Director about the basic facts of the incident.

Final Exam: The final exam for this class will be given according to the published schedule. Section 1, 11am class—Monday, April 27 11-12:50am.

Spanish 1020 Course Outline—Spring 2020

The following is a suggested outline and may be changed at the discretion of the teacher. Changes will be discussed in class.

Fecha	Tarea/Homework	Homework, Assignments/ Announcements
Jan. 6	Introducción (CANVAS)	Tuition/Fees due
Jan. 7	Práctica de 1010	
Jan. 8	Pretérito del Cap. 7 (p. 224) Begin Chapter 8 Mis experiencias (p. 232-235)	
Jan. 9	Repaso de lo anterior	
Jan. 13	Irregular preterite verbs (p. 250-252)	\$50 Late Registration Fee
Jan. 14	Saber, conocer, querer, etc en pretérito (p. 255) Experiencias con los demás (p. 236-37)	
Jan. 15	Repaso de lo anterior Expressing ago (hace) (p. 256-57)	Residency App. Deadline DROP/AUDIT Fee Begins
Jan. 16	Hechos memorables (p. 242), Cultura México	
Jan. 20	Día de vacación en honor de Martin Luther King	
Jan. 21	Repaso para el examen Test Ch. 8	Ch. 8 test in Testing Center 1/21 10:00 am to 1/23 close
Jan. 22	Begin Chapter 9 La cocina (p. 262-63) Objetos directos/indirectos (p. 284-85)	Homework Ch. 8
Jan. 23	La nutrición (p. 265-67)	
Jan. 27	Palabras afirmativas y negativas (p. 286-87) La preparación de comida (p. 269)	Pell Grant Census. Last day for refund/Last day to drop with "W" grade.
Jan. 28	Repaso/práctica	
Jan. 29	Se impersonal (p. 288)	
Jan. 30	Stem-changing verbs (p. 289-90) En el restaurante (p. 274-76)	Jan. 31 Last day to ADD/AUDIT
Feb. 3	Cultura andina	Sign-up for Speaking Test #1
Feb. 4	Repaso para el examen Test Ch. 9	Ch. 9 test in Testing Center 2/4 10:00 am to 2/6 close
Feb. 5	Listening Test #1 in class. Begin Ch. 10 La familia y los parientes (p. 296-98)	Homework Ch. 9
Feb. 6	Preposiciones y pronombres (p.316-17) Práctica para las entrevistas orales	

Feb. 10	La niñez (p. 300-03)	Speaking Test
Feb. 11	El imperfecto (p. 317-19)	Speaking test
Feb. 12	La adolescencia (p. 305-08)	Speaking Test
Feb. 13	Repaso/Práctica	

Feb. 17	Día de los Presidentes (no hay clase)	
Feb. 18	Imperfect progressive (p. 320) Ir a, etc. (p. 320-21)	
Feb. 19	Cultura de Cuba	
Feb. 20	Repaso para el examen Test Ch. 10	Ch. 3 test in Testing Center 2/20 10:00 am to 2/23 close

Feb. 24	Begin Ch. 11 La geografía y el clima (p. 326-29)	Homework Ch. 10 Mid-term Grades Due
Feb. 25	The present perfect (p. 352-54)	
Feb. 26	Los medios de transporte (p. 331-34)	
Feb. 27	Por y para (p. 355-56) Polite commands (p. 356-57)	Feb. 28 Last day to drop individual classes

Mar. 2	Busca de sitios (p. 337-340) Los viajes (p. 341-44)	
Mar. 3	Using imperfect/preterite together (p. 359-60)	
Mar. 4	Repaso para el examen Test Ch. 11	Ch. 11 test in Testing Center 3/4 10:00 am - 3/6 close.
Mar. 5	Cultura de España	

Mar. 9	Begin Chapter 12 El cuerpo humano y la salud (p. 366-68)	Homework Ch. 11 Sign up for Speaking Test #2
Mar. 10	Present subjunctive (p. 390-395)	Speaking test
Mar. 11	Las enfermedades y su tratamiento (p. 369-75) La atención médica (p. 376-79)	Speaking test
Mar. 12	The subjunctive in time clauses (p. 396-97)	Speaking test

Spring Break March 16—20

Mar. 23	Los accidentes y las emergencias (p. 380-83)	
Mar. 24	Indirect object pronouns w/commands (p. 397) “Se” with unplanned occurrences (p. 399)	
Mar. 25	Cultura de Venezuela	
Mar. 26	Test Ch. 12 Listening Test # 2 In class	Ch. 12 test in Testing Center 3/26 10:00 am - 4/29 close.

Mar. 30	Begin Chapter 13 Los lazos familiares (p. 406-10)	Homework Ch. 12
Mar. 31	Ser y estar (p. 430-33)	
Ap. 1	Las órdenes, los consejos, etc. (p. 411-16)	
Ap. 2	Informal commands (p. 433-36)	Ap. 3. Last Day for Complete Withdrawal

Ap. 6	Repaso/práctica More subjunctive (436-37)	
Ap. 7	Narrating in the past (p. 438-41)	
Ap. 8	Cultura de la República Dominicana y Puerto Rico	
Ap. 9	Repaso para el examen Test Ch. 13	Ch. 13 test in Testing Center 4/9 10:00 am - 4/12 close.

Ap. 13	Begin Chapter 14 Los productos y los materiales (p.446-49)	Homework Ch. 13
Ap. 14	More por y para (p. 470-71)	
Ap. 15	Comprando ropa (p. 450-53) Las compras y el regateo (p. 453-57)	
Ap. 16	Using pronouns together (p. 471-75)	Sign up for Speaking Test #3

Ap. 20	Terminar gramática (p. 475-?) Cultura de Guatemala	Speaking test
Ap. 21	Video	Speaking test
Ap. 22	Video	Speaking test
Ap. 23	READING DAY (no hay clase)	

Ap. 27	Final Exam -- Held in classroom according to schedule--11:00 am to 12:50 am	Ch. 14 Test Listening Test #3 Homework due for Ch. 14
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