

Dixie State University
Department of Humanities
SPAN 2010 Intermediate Spanish I, 4 credits – Fall 2017

Section:	1 CRN 40062	Classroom:	UPLAZB 202B 9-9:50am M-Th
Instructor:	Dr. Michael Cartmill	Office Hours:	M,W 1-2pm; T,Th 11-12; F 10-11
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Course Materials

1. *Imagina: español sin fronteras*, 3rd edition. José Blanco, et al. Boston: Vista, 2015. Packet, to include *Student Activities Manual*, website access.
2. Bilingual dictionary (not pocket type).

Introduction: Continuing learning a second language at a higher level 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. At this level you should be able to create more with the language and converse about common topics in a general sense.

Course Description: For Intermediate level students who have taken Spanish 1020, or equivalent experience (four or more 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. Second-year course that emphasizes grammar review, composition, reading and conversation, and cultural awareness. Students using 2010 as an entry level class may receive vertical credits for lower level courses upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers will be prepared to take Spanish 2020. Not for students with extended Spanish language experience abroad. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. Prerequisite: SPAN 1020 or instructor permission.

Departmental Objectives: By the end of the Spanish Program, students will be able to show progress in the following areas:

1. **Oral Proficiency:** Students will be able to communicate at the Intermediate High level in accordance with the ACTFL guidelines for Speaking. Description of guidelines available at <http://actflproficiencyguidelines2012.org/speaking>
2. **Writing Proficiency:** Students will be able to express themselves at the Advanced Mid-level in accordance with the ACTFL guidelines for Writing: Description of guidelines available at <http://actflproficiencyguidelines2012.org/writing>
3. **Cultural Awareness:** Students will show understanding of other cultures in accordance with the Standards for Foreign Language Learning. Description of guidelines available at http://www.actfl.org/sites/default/files/Standardsfor FLExecsumm_rev.pdf
4. **Literature Analysis:** Students will be able to analyze literary works in Spanish

Course Objectives: Students will be able to communicate at the Intermediate Low + level according to the ACTFL Proficiency Guidelines for Speaking and for Writing.

- Oral Proficiency - create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.
- Writing Proficiency —create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. They can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs.
- Culture—Students will be able to outline 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.

Texts: *Imagina*, 3rd edition as a packet. Students who continue to Spanish 2020 will not need to purchase a new text or workbook.

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.

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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, workbook assignments, listening tests, and speaking tests, less deductions for excessive absences.

Written Exams (x4)	30%
Workbook (x5)	25%
Oral Interviews (x3)	30%
Final	15%

- A. Written exams:** Unit/chapter tests—individual for Chapters 1-4. These will include a listening comprehension component. Chapter 5 will be covered in the final.

Late/early tests: You are expected to take tests on the scheduled dates. Late and early tests may be assessed a 10% penalty. 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.

- B. Workbook:** Workbook assignments for each chapter will be due the day the following chapter is started. The answers to the workbook assignments are in the back of the book for you to use as a learning tool. You get the full credit for completing the assignment, even if it is not correct the first time. Please correct your workbook exercises using a different color ink or pencil than what you used to do the original work. *Please resist the urge to copy straight from the answer sheet. It is not honest, and thus may be treated with appropriate discipline according to policy, and it certainly will not help you to understand the concepts you will be required to know for tests.*

Late Workbook: The workbook assignment is due at the beginning of class as noted on the schedule. Since the workbook assignments are intended to help you prepare for the tests, workbooks turned in late will be assessed a 50% penalty for the first day, and will not be accepted more than one day late.

- C. Oral Interviews:** These tests will be listed on the schedule attached. 30% total. Test one will be given before mid-term.

Test two will be given in November.

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 20 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 and will be comprehensive. It will follow the same format as the other written exams. No early or make-up exam given—a purchased plane ticket is not an excuse to miss the final.

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.

Tutoring: Limited tutoring may be available in the Browning Center in the Tutoring Center. If you need extra help, please come and talk to me.

DSU POLICIES, PROCEDURES, AND SEMESTER DATES

Click on this link - <http://academics.dixie.edu/syllabus/> - for comprehensive information on Semester Dates, the Final Exam Schedule, and university resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring 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 Statement: 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/polstu.html>

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 is scheduled for Wednesday, December 13, 2017 from 9:00am to 10:50am

Spanish 2010 – Otoño 2017 -- Horario de clases

agosto

21	lunes	Introducción
22	martes	Repaso/conversación
23	miércoles	Capítulo 1 pp. 2-5 vocab.
24	jueves	pp. 6-13 corto
28	lunes	pp. 14-21 cultura, el presente
29	martes	pp. 22-25 ser y estar
30	miércoles	pp. 26-30 gustar y otros
31	jueves	pp. 31-34 lectura

septiembre

4	lunes	Día feriado (no hay clase)
5	martes	pp. 35-37 literatura
6	miércoles	Poema/Repaso
7	jueves	Examen 1
11	lunes	Capítulo 2 pp.40-43 vocabulario/ Tarea 1
12	martes	pp. 44-51 corto
13	miércoles	pp. 52-59 cultura, el pretérito
14	jueves	pp. 60-63 el imperfecto
18	lunes	pp. 64-68 pretérito-imperfecto
19	martes	Más pretérito-imperfecto
20	miércoles	pp. 69-72 lectura
21	jueves	pp. 73-76 literatura
25	lunes	Cuento en el pasado
26	martes	Repaso
27	miércoles	Examen 2
28	jueves	Capítulo 3 pp.78-81 vocabulario/ Tarea 2

octubre

2	lunes	pp. 82-89 corto
3	martes	Entrevistas orales
4	miércoles	Entrevistas orales
5	jueves	pp. 90-99 cultura, subjuntivo
9	lunes	pp. 100-103 pronombres de objetos
10	martes	pp. 104-108 el imperativo
11	miércoles	pp. 109-111 lectura
12	jueves	No hay clase (descanso)
16	lunes	pp. 112-116 literatura
17	martes	Escritura/Repaso
18	miércoles	Examen 3
19	jueves	Capítulo 4 pp. 118-121 vocabulario/ Tarea 3

23	lunes	pp. 122-129 corto
24	martes	pp. 130-137 cultura, subjuntivo cláusulas adj
25	miércoles	pp. 138-141 verbos réflex.
26	jueves	pp. 142-146 por y para
30	lunes	pp. 147-149 lectura
31	martes	Entrevistas orales
noviembre		
1	miércoles	Entrevistas orales
2	jueves	pp. 150-152 literatura
6	lunes	Escritura con mandatos
7	martes	Repaso
8	miércoles	Examen 4
9	jueves	Capítulo 5 pp. 156-159 vocabulario/ Tarea 4
13	lunes	pp. 160-167 corto
14	martes	pp. 168-175 cultura, el futuro
15	miércoles	pp. 176-179 el condicional
16	jueves	pp. 180-184 pronombres relativos
20	lunes	video
21	martes	video
22	miércoles	Día feriado (no hay clase)
23	jueves	Día feriado (no hay clase)
27	lunes	pp. 185-187 lectura
28	martes	pp. 188-192 literatura
29	miércoles	Poema
30	jueves	Repaso/práctica

diciembre

4	lunes	Práctica oral
5	martes	Entrevistas orales
6	miércoles	Entrevistas orales
7	jueves	Último día/repaso/notas

EXAMEN FINAL

Sección 1, clase de las 9:00—el miércoles, 13 de diciembre a las 9:00