

Dixie State University
Department of Humanities
SPAN 2020 Intermediate Spanish II, 4 credits – Spring 2019

Section:	1 CRN 20040	Classroom:	UPLAZB 110B 9-9:50am M-Th
Instructor:	Dr. Michael Cartmill	Office Hours:	MWF 11-12; T-Th 10-10:30
Office:	University Plaza B121	Office Phone:	(435) 652-7899
E-mail:	Michael.Cartmill@dixie.edu	Website:	http://drcartmill.com

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 students who have taken Spanish 2010, or equivalent (four or more years of high school Spanish). Continued emphasis on grammar and introduction of authentic literary works to develop reading comprehension at a higher level. Cultural awareness will be emphasized as well. Students using 2020 as an entry level class may receive vertical credits for lower level courses upon passing 2020 with a C grade or higher. This course, along with one other Spanish course, will partially qualify students to receive an Associate of Arts degree. Not for students with extended Spanish language experience abroad. Successful completers should continue studies with SPAN 3020. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. Prerequisite: SPAN 2010 or instructor permission.

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: The following course objectives have the goal of helping intermediate students accomplish the departmental goals. By the end of this course, students should have developed their knowledge of the basic Spanish concepts presented and be able to apply them with minimal difficulty. These concepts include the following items

Vocabulary—Students will be able to understand the vocabulary presented so as to comprehend intermediate spoken and written Spanish related to situations presented and to use the vocabulary

to verbally express basic needs. They will also expand vocabulary beyond what the text offers them.

Listening Comprehension—Students will develop listening comprehension to understand an intermediate-level spoken Spanish related to everyday kinds of activities and needs presented in class.

Speaking—Students will give oral responses to a wide range of situations with a minimum of syntactical errors.

Writing—Students will produce coherent writing samples appropriate to the intermediate level.

Culture—Students will recognize 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. Learn 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.

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

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

- A. Written exams:** Unit/chapter tests-- Chapters 6, 7, 8, and 9. These will include a listening comprehension component. Chapter 10 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 at the beginning of class. 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 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. Workbooks turned in late will be assessed a 50% penalty for the first day, and will not be accepted more than one day late.

Other homework comes from writing assignments often given once a chapter.

- C. Oral Interviews:** These tests will be listed on the schedule attached. 30% total.
Test one will be given before mid-term in Feb.
Test two will be given in March.
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. Do not request a different test time than the one assigned, it will not be given early—a plane ticket is not an excuse for missing 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.

FOR ALL IMPORTANT CALENDAR DATES AND SCHOOL POLICIES GO HERE:

<https://academics.dixie.edu/syllabus/>

Disability Accommodations: If you are a student with medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (DRC) located at the North Plaza Building. The DRC (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability. Phone # 435-652-7516 .

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>

Dmail: You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie and click the Forgot Pin button.

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the professor is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Campus resources: Click on this link— <http://www.dixie.edu/reg/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.

University approved absences: Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.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.

Spanish 2020 – Primavera 2019 -- Horario de clases

enero

7	lunes	Introducción
8	martes	Repaso/conversación
9	miércoles	Capítulo 6 pp. 194-97 vocab.
10	jueves	pp. 198-203 corto
14	lunes	pp. 204-13 cultura, subj.
15	martes	pp. 214-17 pasado del subj.
16	miércoles	pp. 218-22 comparaciones
17	jueves	pp. 223-26 lectura
21	lunes	Día feriado (no hay clase)
22	martes	pp. 227-30 literatura
23	miércoles	Escritura/Repaso
24	jueves	Examen Capítulo 6
28	lunes	Capítulo 7 pp. 232-35 vocabulario/ Tarea 6
29	martes	pp. 236-41 corto
30	miércoles	pp. 242-51 cultura, el presente perfecto
31	jueves	pp. 252-58 subj. presente p.

febrero

4	lunes	pp. 259-62 lectura
5	martes	pp. 263-66 literatura
6	miércoles	Escritura/Repaso
7	jueves	Examen Capítulo 7
11	lunes	Capítulo 8 pp. 268-71 vocabulario/ Tarea 7
12	martes	pp. 272-77 corto/Práctica
13	miércoles	Entrevistas orales
14	jueves	Entrevistas orales
18	lunes	Día feriado (no hay clase)
19	martes	pp. 278-83 cultura
20	miércoles	pp. 284-87 pluscuamperf.
21	jueves	pp. 288-92 el infinitivo
25	lunes	pp. 293-96 lectura
26	martes	pp. 297-300 literatura
27	miércoles	Escritura/Repaso
28	jueves	Examen Capítulo 8

marzo

4	lunes	Capítulo 9 pp. 302-05 vocabulario/ Tarea 8
5	martes	pp. 306-11 corto
6	miércoles	pp. 312-17 cultura,
7	jueves	pp. 318-21 futuro/cond. perfecto

11-15 VACACIONES DE PRIMAVERA

18	lunes	pp. 322-26 cláusulas con si
19	martes	pp. 327-30 lectura/Práctica
20	miércoles	Entrevistas orales
21	jueves	Entrevistas orales
25	lunes	pp. 331-34 literatura
26	martes	Escritura/Repaso
27	miércoles	Examen Capítulo 9
28	jueves	Capítulo 10 pp. 336-39 vocabulario/ Tarea 9

abril

1	lunes	pp. 340-45 corto
2	martes	pp. 346-51 cultura
3	miércoles	pp. 352-57 voz pasiva/negativos
4	jueves	pp. 358-64 subj./indicativo
8	lunes	pp. 365-68 lectura
9	martes	pp. 369-72 literatura
10	miércoles	Escritura/repaso
11	jueves	Examen Capítulo 10
15	lunes	video/ Tarea 10
16	martes	video
17	miércoles	Práctica oral
18	jueves	Práctica oral
22	lunes	Entrevistas orales
23	martes	Entrevistas orales
24	miércoles	Último día/repaso/notas
25	jueves	Reading Day (no hay clase)

EXAMEN FINAL

Sección 1, clase de las 9:00— **Wednesday, May 1st**
at 9:00am